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School of religious & social work  
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## INTRODUCTION

This study is not a project against the initial and tentative approach to the study of the children. Rather, it is an attempt to establish a basis for the study of the children's behavior in the laboratory. The study is not a project against the initial and tentative approach to the study of the children. Rather, it is an attempt to establish a basis for the study of the children's behavior in the laboratory.

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This study is not a protest against the Clinical Approach in the study and treatment of problem children. Rather, it is an attempt to enlarge and supplement this Approach by introducing the Group as a medium for additional service in the diagnosis and therapy of children with behavior problems.

The Group has been studied and used as much as possible in the experimentation, for we conceived of our main problem as primarily an effort to go as far as possible in exposing the Group and Group Work as a handmaid and adjunct of Clinical practice.

By way of orientation, it may be well to state immediately the exact ways in which the Group Approach may be considered a supplement to Clinical Procedure:-

### 1. From a diagnostic point of view.

a. In a typical Clinical situation, the therapist must rely mainly upon the material which the patient will volunteer. The introduction of the Group as a diagnostic medium adds an objective, observational element to the study of the problem. The individual's habitual

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modes of behavior can be determined objectively. The surmises and suppositions obtained in the interview may be definitely validated.

b. In many cases the basic problem of the individual is his failure to make an adequate adjustment to other persons. The best place to determine such a problem should be in a Group where the social interaction will expose the individual's maladjustment. The person-to-person basis upon which the Clinical techniques depend may not be as successful in exposing a problem of this type, for it does not offer a social experience in which the maladjustment can express itself.

## 2. From the therapeutic point of view.

a. Modification of behavior can be talked about in the Clinical situation, but there is no place to practice these modifications. Insight and understanding are fundamental for such modifications; however, equally as necessary is an opportunity to put into action those insights which have been talked over. The Group offers a controlled center in which the therapist may direct and guide the individual

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in carrying to effect the insights developed.

b. There seems to be an inherent hazard in the Clinical Approach when it comes to dealing with individuals who are self-centered and self-concerned. The individualistic, person-to-person basis upon which the Clinical techniques depend runs the hazard of accentuating and crystalizing the intense interest and preoccupation with matters concerning the self. The over-weighting of the individual, as an individual, is not similarly a hazard in Group study and treatment. The individual is just one of many in a Group situation, and the normalizing process of being in the Group has set in motion a therapeutic situation which tends to give proper evaluation to the importance of the self.

These considerations are essential concepts which justify the type of investigation undertaken in this dissertation.

There are four Sections to this study; three are reports on experiments, and one is a summary and interpretation of the data.

Section I is a report of a Psychiatric Camp

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Section I is a report of a preliminary group



conducted for the Massachusetts General Hospital. We were dealing here with boys who had been studied in the Clinic before the camp treatment began. The supplementary nature and value of the Group were therefore constantly in evidence.

Sections II and III are reports of two experiments in juvenile probation conducted for the Boston Juvenile Court. Group methods and Clinical methods went hand in hand in an attempt to determine the ways in which the two supplemented each other.

The three experiments are to be read consecutively, for they point to three successive stages in the investigator's understanding and techniques.

Special appreciation is due Dr. Walter Beck of Breslau, Germany, and Dr. Robert Young of the Massachusetts General Hospital. Their counsel, guidance, and friendship have made this study possible. To Judge Perkins of the Boston Juvenile Court must go special thanks for his permission to use the material in Part II and Part III, which was worked out under his direction. To Dr. Charles Zahniser of Boston University is also due special thanks for his careful reading of the dissertation and his many helpful suggestions.

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## REPORT

The following is a report on an experiment in Group Treatment of twenty-six boys from the Psychiatric Clinic of the Massachusetts General Hospital. The experiment was run under the joint direction of Dr. Robert Young of the Massachusetts General Hospital and Kenneth I. Hollen, Camp Leader of Boston. Dr. Walter Beck of Leipzig, Germany, acted as consultant and psychotherapist PART I of the experiment.

REPORT ON PSYCHIATRIC CAMP

Three weeks at Camp N OF THE Kennebunk Pond in Maine, MASSACHUSETTS GENERAL HOSPITAL

All except six of Summer of 1935 were treated at the Massachusetts General Psychiatric Clinic, and the case had been thoroughly studied by Dr. Young. Although there were situations when individual treatment had to be resorted to, in the main the camp set-up was intended to deal with all of the psychiatric problems through collective or group treatment.

This report is not intended to be a complete analysis of the Psychiatric Camp. Its purpose is mainly to serve as a history of the experiment. Its service will not be found in any far-reaching conclusions.

REPORT ON THE  
PROGRESS OF THE  
WORK OF THE  
COMMISSIONERS OF THE  
LAND OFFICE  
FOR THE YEAR  
1900

PART I

REPORT ON THE PROGRESS OF THE

OF THE

MASSACHUSETTS GENERAL HOSPITAL

Summit of 1900

THE GENERAL HOSPITAL  
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### FOREWORD

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The experiment was conducted for a period of three weeks at Camp Nansen, on Kennebunk Pond in Maine. The boys ranged in age from eight to sixteen. All except six of the boys had been treated at the Massachusetts General Psychiatric Clinic, and the cases had been thoroughly studied by Dr. Young. Although there were situations when individual treatment had to be resorted to, in the main the camp set-up was intended to deal with all of the psychiatric problems through collective or group treatment.

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The main design was to determine the effectiveness of group treatment for boys with psychiatric problems and to study techniques for the handling of such individuals.

The need for such a study is obvious. Psychotherapy has evolved many methods and systems for dealing with the individual as an individual and this has been an interesting type of therapy which can be administered to large numbers of persons at the same time. Group treatment, therefore, is neither widely practiced nor generally understood.

Furthermore, it is essential to say that one of our fundamental problems of personality adjustment will never be solved for unless we learn to do a major part of the treatment in groups and through groups. The expense and of technique need not be a factor in the development of individual therapy with maladjusted and delinquent children. The increasing case load placed upon probation officers and workers in child guidance clinics has not created the possibility

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## I

PURPOSE OF THE CAMP

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The need for such a study is obvious. Psychotherapy has devised many methods and systems for dealing with the individual as an individual. It has not been as interested in a type of therapy which can be administered to large numbers of persons at the same time. Group treatment, therefore, is neither widely practiced nor genuinely understood.

Furthermore, it seems needless to say that many of our fundamental problems of personality adjustment will never be cared for unless we learn to do a major part of the treatment in groups and through groups. Society is far from educated to the expensive and slow methods of individual work with maladjusted and delinquent children. The increasing case load placed upon probation officers and workers in Child Guidance Clinics has put squarely before us the possibility

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that in the future we will be forced to do at least a part of our therapy in groups.

The main objective, therefore, for the Psychiatric Camp was to determine the effectiveness of dealing with known psychiatric problems in a group, and to attempt to bring out of the experience some simple techniques for applying therapy to specific maladjustment through collective means.

In our study, therefore, the group, per se, becomes as important as the individual, for it becomes of fundamental importance to observe how twenty-six avowed individualistic and diagnosed psychiatric problems became united into a group, and how that group influenced each boy. For the purpose of our study the group becomes an entity in itself, not as some vague, mystical organism, but as an organized system of responses, as a sort of coordinating framework by which human behavior is controlled. It is in this "coordinating framework" that this study is interested, of course, only as it ultimately brings help to maladjusted personality.

In the dining-room was a library of one hundred books, selected by the Boston Public Library.

There were three large army tents which housed

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## II

PHYSICAL SET-UP OF THE CAMP

The camp used for this experiment is located about one hundred miles from Boston. It is situated on Kennebunk Pond in York County, Maine.

As the camp had been opened but one year previous to this experiment, it was still in the process of development. This gave the campers every opportunity to express themselves in planning new features for the camp.

The site was large and secluded. There were three thousand feet of shore-line attached to the camp. The adjacent property, which was heavily-wooded and not occupied by other campers, gave the camp sufficient room for any project which it might wish to carry out.

The equipment was adequate; however, it was of the simplest type. There was one building used for general all-round purposes; part of it was a kitchen, and part of it was used for a dining-room. In the dining-room was a library of one hundred books, selected by the Boston Public Library.

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GENERAL OUTLINE OF THE CAMP

The camp used for this experiment is located about one hundred miles from Boston. It is situated on Longmeadow Road in York County, Maine. As the camp had been opened for one year previous to this experiment, it was still in the process of development. This gave the experimenters every opportunity to express themselves in planning new features for the camp. The site was large and secluded. There were three thousand feet of shore-line attached to the camp. The adjacent property, which was heavily wooded and not occupied by other owners, gave the camp sufficient room for any project which it might wish to carry out. The equipment was adequate; however, it was of the simplest type. There was one building used for general all-round purposes; part of it was a kitchen, and part of it was used for a dining-room. In the dining-room was a library of one hundred books, located by the Boston Public Library. There were three large empty tents which housed



most of the campers. There were five smaller tents used by counsellors and by certain of the campers. All of the tents were situated on high, dry spots, and all had matched board floors.

The camp water supply came from a well located about five-hundred feet from the main building. It was constructed under the direction of the Board of Health of the State of Maine, and the water was tested in the Laboratory of the same Department.

Garbage was buried in a pit, at some distance from the main building and was regularly disinfected with lye and ~~chloride~~ of lime. This pit was fitted with a tight cover which precluded any danger of infection from flies.

There were two privies located at the rear of the main group of tents. These were built from specifications provided by the Board of Health of the State of Maine. Each privy was daily disinfected with lye or chloride of lime.

The water equipment included two good-sized row boats, one canoe, a good bathing-beach, and a good diving-raft.

A small truck belonging to the camp made regular trips to towns in the vicinity for food and equipment.

most of the equipment. There were five smaller boats used by commissioners and by certain of the men. All of the boats were situated on high, dry spots, and all had matched pairs of oars.

The camp water supply came from a well located about five hundred feet from the main building. It was connected with the disposition of the Board of Health of the State of Maine, and the water was tested in the laboratory of the same department.

Garbage was buried in a pit, at some distance from the main building and was regularly disinfected with lime and chloride of lime. This pit was fitted with a tight cover which prevented any danger of infection from flies.

There were two police located at the rear of the main group of tents. There were built from specially-ordered supplies by the Board of Health of the State of Maine. Each privy was daily disinfected with lime or chloride of lime.

The water equipment included two good-sized row boats, one canoe, a good bathing-beach, and a good diving-table.

A small ranch belonging to the camp made regular trips to town in the vicinity for food and equipment.



The camp operates under a State of Maine License #925.

1. Renneth L. Fuller, A.D., S.T.D.

Experience: Mr. Fuller has had a number of years' experience as a counsellor and this was his third year as Director of Camp Seneca.

Duties in camp: Arrangement with the Camp Committee for the use of the property, selection of the staff, provision for the general management of the project; Tent Leader, Song Leader, aided in the therapy.

2. Robert Young, M.D.

Experience: Dr. Young is Psychologist in the Psychiatric Clinic of the Massachusetts General Hospital. He has had four years' experience at this clinic. He has been a Camp Director for five years and did psychotherapy in a treatment camp for two years.

Duties in camp: Co-director and therapist of the camp. Through his clinic Dr. Young selected the campers, and through a Camp Committee provided the necessary funds to underwrite the deficit incurred during the three weeks.

3. Walter Beck, M.D.

Experience: Dr. Beck has been Criminologist in the prisons of Germany, a teacher at the University of Leipzig, a practicing psycho-therapist in Germany, and is at present directing Psychiatric Social Work in the new School of Social Work at Boston University. He has had many years' experience as a camper and camp leader.

Duties in camp: Therapist and consultant in camp; Tent Leader.

The company operates under a license of the State of Illinois.

1900.



### III

Experience: PERSONNEL has had four years of college teaching. He was appointed to Harvard staff in Chemistry during the summer.

#### 1. Kenneth I. Wollan, A.B., S.T.B.

Experience: Mr. Wollan has had a number of years' experience as a counsellor and this was his third year as Director of Camp Nansen.

Duties in camp: Arrangement with the Camp Committee for the use of the property, selection of the Staff, provision for the general management of the project; Tent Leader, Song Leader, aided in the therapy.

#### 2. Robert Young, Ed.D.

Experience: Dr. Young is Psychologist in the Psychiatric Clinic of the Massachusetts General Hospital. He has had four years' experience at this clinic. He has been a Camp Director for five years and did psychotherapy in a treatment camp for two years.

Duties in camp: Co-director and therapist of the camp. Through his clinic Dr. Young selected the campers, and through a Camp Committee provided the necessary funds to underwrite the deficit incurred during the three weeks.

#### 3. Walter Beck, PH.D.

Experience: Dr. Beck has been Criminologist in the prisons of Germany, a teacher at the University of Leipsig, a practising psychotherapist in Germany, and is at present directing Psychiatric Social Work in the new School of Social Work at Boston University. He has had many years' experience as a camper and camp leader.

Duties in camp: Therapist and consultant in camp; Tent Leader.

PERSONNEL

1. Kenneth J. Miller, A.B., M.A.

Experience: Mr. Miller has had a number of years' experience as a counselor and has been his chief year as director of Camp Newman.

Duties in camp: Arrangements with the Camp Committee for the use of the property, selection of the staff, provision for the general management of the project, staff leader, song leader, aided in the therapy.

2. Robert Young, M.A.

Experience: Mr. Young is psychologist in the psychiatric clinic of the Massachusetts General Hospital. He has had four years' experience at this clinic. He has been a camp director for five years and did psychotherapy in a treatment camp for two years.

Duties in camp: Co-director and therapist at the camp. Through his clinic Dr. Young selected the campers, and through a Camp Committee provided the necessary funds to underwrite the deficit incurred during the three weeks.

3. Walter Beck, M.D.

Experience: Dr. Beck has been criminologist in the prison of Germany, a teacher at the University of Leipzig, a practicing psychiatrist in Germany, and is at present director of the psychiatric social work in the new school of social work at Boston University. He has had many years' experience as a camp and song leader.

Duties in camp: Therapist and consultant in camp; song leader.



4. Arthur Nelson, Ph.D.

Experience: Dr. Nelson has had four years of college teaching. He was appointed to Harvard Staff in Chemistry during the summer.

Duties in camp: Instructor in carpentry, woodcraft, and carving.

5. Mrs. Arthur Nelson, Ed.M.

Experience: Mrs. Nelson has had two years' experience as teacher in college, two years in private prep school.

Duties in camp: Instructor in Nature Study.

6. Gordon Vaala, A.B. -- all work for his Ph.D. completed including final examination.

Experience: Mr. Vaala was college swimming coach for two years, is an American Red Cross Life Guard and Examiner, and has been an Instructor in Chemistry at Massachusetts Institute of Technology for three years.

Duties in camp: Instructor in swimming; Life Guard; Tent Leader.

7. Miss A. Andersen, R.N.

Experience: Miss Andersen is a graduate of the Massachusetts Women's and Children's Hospital and has had two years' experience in private case work.

Duties in camp: In charge of all health and medical work. Instructor in Leather Craft.

8. Mrs. Kenneth I. Wollan, B.S.

Experience: Mrs. Wollan has had two years' experience on the staff of the Syracuse University, in the Department of Home Economics, and has been a Dietitian at the Massachusetts General Hospital for two years.

6. Arthur Nelson, M.S.

Experience: Mr. Nelson has had four years of college teaching. He was appointed to Harvard staff in Chemistry during the summer.

Duties in camp: Instructor in chemistry, woodwork, and carpentry.

7. Mrs. Arthur Nelson, M.S.

Experience: Mrs. Nelson has had two years' experience as teacher in college, two years in private high school.

Duties in camp: Instructor in History Study.

8. Gordon Veara, A.B. -- all work for his Ph.D. completed including final examination.

Experience: Mr. Veara was college teaching seven to ten years, is an American Red Cross Life Guard and Examiner, and has been an instructor in Chemistry at Massachusetts Institute of Technology for three years.

Duties in camp: Instructor in swimming; Life Guard; Tent Leader.

9. Miss A. Anderson, B.S.

Experience: Miss Anderson is a graduate of the Massachusetts Women's and Children's Hospital and has had two years' experience in private case work.

Duties in camp: In charge of all health and medical work. Instructor in Leather Craft.

10. Mrs. Kenneth J. Nelson, B.S.

Experience: Mrs. Nelson has had two years' experience on the staff of the Syracuse University, in the Department of Home Economics, and has been a Librarian at the Massachusetts General Hospital for two years.



Duties in camp: Preparation of all menus, planning the kitchen and its equipment, and regularly inspecting all matters of diet and food service.

9. Mrs. A. Bensen, Nurse's Training in Oslo, Norway.

Experience: Mrs. Bensen had been a camp counsellor with Mr. Wollan during the previous year.

Duties in camp: Preparation of all food.

Police in camp: Preparation of all rooms,  
cleaning the kitchen and its equipment, and  
regularly inspecting all sections of ship and  
food service.

2. Mr. A. Hansen: Captain's quarters in Oslo, Norway.

Experiences: Mr. Hansen has been a camp  
commander with Mr. Wollen during the pre-  
vious year.

Police in camp: Preparation of all food.



## IV

COST OF THE EXPERIMENT

The cost of the experiment averaged \$6.29 per week per boy. This price is extremely low for a number of reasons. The counsellors all served without pay, which means that the actual payroll was a small item. The Camp itself was secured without rent. The food commodities were bought with the main wholesale order of Camp Nansen which had had three camp periods previous to this one during the summer. All of these factors contributed to an unusually low expenditure.

IV

COST OF THE EXPERIMENT

The cost of the experiment averaged \$8.25 per week per boy. This price is extremely low for a number of reasons. The commissaries all earned high pay, which means that the actual payroll was a small item. The camp itself was secured without rent. The food commodities were bought with the main wholesale order of Camp Hansen which had had three camp periods previous to this one during the summer. All of these factors contributed to an unusually low expenditure.



## V

GENERAL POLICIES OF THE CAMP

1. Leisure Camp. Many camp schedules are so rigidly planned that the boy does nothing but run from one activity to the other from morning to night. This experiment attempted to avoid this defect. The camper had free choice in all his activity. If he preferred to do nothing for an afternoon or morning, he had the freedom to do as he wished. If he preferred to read a book by the lake while the hobbies were in progress, he was permitted this choice.

Naturally, there were certain difficulties involved with such a procedure. Under such a policy some of the boys who most needed the socializing effect of certain activities were the most retiring, and avoided these activities consistently. Again, some of the boys were deliberately lazy, and preferred to do nothing. These difficulties necessitated special vigilance on the part of all counsellors. Frequently a boy had to be encouraged to do things, and frequently special appeals had to be made to the camper's immediate interests. There were occasions when special events had to be scheduled in order to care

GENERAL PRINCIPLES OF THE GAME

I. General Game. Many camp schedules are so rigidly planned that the boy does nothing but run from one activity to the other from morning to night. This experiment attempts to avoid this defect. The camp has had free choice in all his activities. If he preferred to do nothing for an afternoon or morning, he had the freedom to do as he wished. If he preferred to read a book by the lake while the bushes were in bloom, he was permitted this choice. Naturally, there were certain difficulties involved with such a procedure. Under such a policy some of the boys who most needed the disciplining effect of certain activities were the most restless, and avoided these activities constantly. Again, some of the boys were deliberately lazy, and preferred to do nothing. These difficulties necessitated special vigilance on the part of all counselors. Generally a boy had to be encouraged to do things, and frequent special appeals had to be made to the camper's immediate interest. There were occasions when special events had to be scheduled in order to care



for certain boys who failed to respond to the general program of the camp. Nevertheless, the general policy of a Leisure Camp was maintained throughout. The program for the day was intended to allow the camper to carry out his day's activity without hurry or strain.

2. A gradual education to camp routine. There was no attempt to impose upon the camper a well-organized, rigid set of rules. In the first place, it was felt that a good therapeutic situation would not be set up if the camp duplicated the rigid discipline of the home. Many of the boys were strongly reacting to their home influence, and the oppressive rule of some parent, and the camp schedule had to be so arranged that these boys would experience relaxation from such imposed systems of discipline. Naturally, there were times at first when an outsider, who had certain preconceived views of group order, would have been shocked by the apparent lack of discipline. As time went on, however, the campers learned what was expected of them. Toward the end of the three-week period the group standards had been raised to such a degree that real order appeared in the camp. This was done so gradually that none of the boys felt any

for certain boys who failed to respond to the general  
program of the camp. Nevertheless, the general self-  
of of a leisure camp was maintained throughout. The  
program for the day was intended to allow the camper  
to carry out his day's activity without injury or  
strain.

2. A gradual education to camp living. There  
was no attempt to impose upon the camper a well-or-  
ganized, rigid set of rules. In the first place, it  
was felt that a good therapeutic situation would not  
be set up if the camp duplicated the rigid discipline  
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been shocked by the apparent lack of discipline. As  
time went on, however, the campers learned that what  
expected of them. Toward the end of the three-week  
period the group standards had been raised to such a  
degree that real order appeared in the camp. This  
was done so gradually that none of the boys felt any



real strain in orienting themselves to a new order of things.

There were times when certain of the campers imposed upon the group because they accepted freedoms which were not consistent with health and safety. These had to be dealt with individually. It is to be remembered that this camp could not be considered an average one. Each boy there was a psychiatric problem and he had come to be such because he was an avowed individualist. Therefore, it was more than ordinarily difficult for some of the campers to assume group responsibility and to abide by the standards of the camp.

3. Punishment. Punishment was inflicted sparingly, and only after violation of certain obvious standards. The form of punishment was usually to deprive a boy of certain privileges, such as the right to use boats, or to swim.

4. Policy towards counsellors. In the light of the high intelligence and training of the counsellors, it would, at first thought, seem possible to give them full details concerning each case. This was not done. Dr. Young gave full information about each case to Mr. Wollan and Dr. Beck only. The other counsellors were told enough about each case to give them some light on

12  
real strain in following themselves to a new order of things.

There were times when certain of the campers regarded them the group because they accepted freedom which were not consistent with health and safety. There had to be dealt with individually. It is to be remembered that this camp could not be considered an average one. Each boy there was a psychiatric problem and he had come to the camp because he was an avowed individualist. Therefore, it was more than ordinarily difficult for some of the campers to assume group responsibility and to abide by the standards of the camp.

3. Individualism. Individualism was inflated greatly, and only after violation of certain obvious standards. The form of individualism was usually to deprive a boy of certain privileges, such as the right to use boats, or to swim.

4. Follow people's example. In the light of the high intelligence and freedom of the counselors, it would be first thought, seem possible to give them full details concerning each case. This was not done. Mr. Jones gave full information about each case to Mr. Miller and Mr. Cook only. The other counselors were told enough about each case to give them some light on



the problems involved, and to invoke their cooperation and sympathy in the project. The reason for withholding much of the information on the cases was to have the counsellor approach every boy in as normal a way as possible. A glance at the staff will indicate that the personnel was made up of persons from many walks of life. This was intended to offset any over-scientific or over-psychiatric program which a solid group of psychiatric workers might impose upon the group. It was therefore necessary for the counsellors to approach each boy unburdened with the complexity of that boy's problem.

It was a definite policy of the camp to include all of the counsellors in planning the program and schedule. In this way the counsellors felt direct responsibility for the management and direction of the project. The general schedule was made up by the entire group at regularly designated times.

Finally, the enclosed chart was placed on the bulletin board where it could be seen by all before they went to breakfast. This chart was not checked at first, but merely put up to indicate that the hands, face and teeth were expected to be cleaned before breakfast. One morning the nurse started checking each boy before





## VI

PROGRAM1. The Daily Schedule:

7:15 Reveille. The boys were not expected to begin the day with a jerk. They were not forced to dash out of bed for setting-up exercises and a subsequent dip in the lake. Immediate rising and a dip were encouraged, but the decision was left up to the boy. He had forty-five minutes until breakfast, and during this time he could leisurely pursue his toilet and come to breakfast without haste. Some of the boys slept until the last minute, allowing only enough time for their morning wash.

Introducing the washing habits was done gradually. At first, the tent counsellor merely made suggestions about the general habit of washing. Then definite encouragement was given to those who did not respond. Finally, the enclosed chart\* was placed on the building where it could be seen by all before they went to breakfast. This chart was not checked at first, but merely put up to indicate that the hands, face and teeth were expected to be cleaned before breakfast. One morning the nurse started checking each boy before

\* See Appendix, page 55

PROGRAM

1. The Daily Schedule

Visit Schedule. The boys were not expected to begin the day with a letter. They were not forced to hand out of bed for getting-up exercises and a trip report slip in the lake. Immediate rising and a trip were encouraged, but the decision was left up to the boy. He had forty-five minutes until breakfast, and during this time he could leisurely prepare his letter and come to breakfast without haste. Some of the boys slept until the first minute, allowing only enough time for their morning wash.

Introducing the washing habits was done gradually. At first, the tent commander merely made suggestions about the general habit of washing. Then definite encouragement was given to those who did not respond. Finally, the enclosed charts were placed on the building where it could be seen by all before they went to breakfast. This chart was not checked at first, but merely put up to indicate that the hands, face and teeth were expected to be cleaned before breakfast. One morning the nurse started checking each boy before



he was admitted to the dining-room. This continued for eleven days. After ceasing to check the boys, it was noted that, for the most part, everybody came to the table with the obvious effects of soap and toothpaste.

8:00 Breakfast. At breakfast the general plans for the day were revealed. If special trips were on the schedule, these were announced so that plans could be made by those who wished to take part.

8:30 Tent clean-up. At this time everybody who was not scheduled to K.P. was expected to go to his tent, make his bed and get the tent and its surroundings in thoroughly good order. The Tent Counsellor supervised this period of clean-up.

Three boys were assigned to clean up the dining-room and wash the dishes after each meal. A schedule was hung on the dining-room wall which indicated to the campers the time they were to assist in this work.

9:15 At this time, the campers assembled near the main building and decided on their service for the day. Each boy was expected to contribute to the general work of the camp, or to assist in developing the physical betterment of the camp. Each boy selected the project he was most interested in after the

he was admitted to the dining-room. This continued for eleven days. After ceasing to check the boys, it was noted that, for the most part, everybody came to the table with the obvious effects of soap and toothpaste.

9:30 Breakfast. At breakfast the general plans for the day were reviewed. If special trips were on the schedule, these were announced so that plans could be made by those who wished to take part.

9:30 Tent clean-up. At this time everybody was not scheduled to E.T. was expected to go to his tent, take his bed and get his tent and its surroundings in thoroughly good order. The tent committee supervised this period of clean-up.

Three boys were assigned to clean up the dining-room and wash the dishes after each meal. A schedule was hung on the dining-room wall which indicated to the committee the time they were to assist in this work.

9:15 At this time, the campers assembled near the main building and devoted to their outing for the day. Each boy was expected to contribute to the general work of the camp, or to assist in developing the physical betterment of the camp. Each boy followed the project he was most interested in after the



projects had been announced. Those who hesitated in their selection were often assigned to some project. The following are some of the projects upon which the boys worked:

- Cutting firewood for the kitchen
- Clearing the beach
- Repairing the Camp road
- Building a nature hut
- Building a nature trail
- Improving nature village
- Cleaning up the camp site
- Tending to matters of sanitation
- Clearing brush
- Painting and repairing canoes and boats
- Constructing small articles of furniture
- Moving tents

10:30 The Beginner Swimmers usually worked with the Swimming Instructor during the service hour, and when the whistle sounded the 10:30 call, the Beginners went to the beach, where, for forty-five minutes, they had special instruction unmolested by older or more competent swimmers. The Junior and Senior swimmers (see Rules on Swimming) worked until about 11 o'clock.

11:15 to 12:00 Regular Swimming period. The Beginners were not permitted in the water during this period.

12:30 Dinner.

1:15 Rest Hour. During this hour every boy





was expected to be in his tent and on his bed. He could write letters, read, or play quiet games with his neighbor during this hour, but he had to be on his bed and quiet. There were several days when the tents were too warm for rest or comfort. At times like these the boys were permitted to spend the hour in the shade, near their tents.

2:30 Hobby Time. Every boy was encouraged to take up a hobby during this period; however, he was not coerced into any particular hobby. A boy could skip his hobby for one day, although he was encouraged to stay with his interest and finish what he started. Some of the hobbies available were:-

(See Appendix, page 56) Nature study  
 Carving  
 Drawing  
 Gimp and leather work  
 Hiking  
 Signaling  
 Fishing  
 Boating and Canoeing (see Rules for Boating)

Several times during this hour special events, such as Treasure Hunts, were organized and run off.

4:00 Beginners' Swim period.

4:30 Junior and Senior Swim period.

6:00 Supper.

7:00 to 8:15 Group games were organized for this

was expected to be in his tent and on his bed. He could write letters, read, or play quiet games with his neighbor during this hour, but he had to be on his bed and quiet. There were several days when the tent was not used for rest or exercise. At times like these the boys were permitted to spend the hour in the shade, near their tents.

8:30 Quiet Time. Every boy was encouraged to take up a hobby during this period; however, he was not supposed to do any particular hobby. A boy could skip his hobby for one day, although he was encouraged to stay with his interest and finish what he started. Some of the hobbies available were:-

- Modeling
- Reading
- Writing
- Drawing
- Painting
- Knitting
- Stitching
- Modeling and Painting (see Rules for Painting)
- Several times during this hour special events, such as dramatics, music, were organized and the old

9:15 Quiet Time, Bed Period.

9:30 Quiet and Bed Period Bed Period.

9:45 Quiet.

10:00 to 10:15 Camp News was organized for this



period. Prisoner's Base, Capture the Flag, and similar games seemed to be popular. It was only occasionally that any single boy chose to stay out of a game, although no pressure was put on the boy to participate. The games began about forty-five minutes after supper, as soon as the K.P's. had completed the kitchen clean-up.

8:15 to 9:00 Campfire. A large rock by the lake shore and an open pit in the back of the camp furnished two excellent places for evening campfires. Stories of every type, told by the counsellors, were in demand. Occasionally the campers would write up a Camp Newspaper, and this would be given at the campfire. (See copy of Camp Paper.)\* Dr. Beck and Tony occasionally furnished music on their harmonicas. These campfires were planned to be cozy times when each boy could feel the warmth and fellowship of the entire group.

9:15 Taps.

## 2. Special Events:

Special events were planned regularly, though great flexibility was placed on all schedules to meet the spontaneous response of the camper. Some of the special events were:-

Picnics on the Hill

\*See Appendix, page 56

period. President's House, Captain the flag, and  
civilian games seemed to be popular. It was only oc-  
casional that any single boy chose to play one of  
a game, although no pressure was put on the boy to  
participate. The games began about forty-five min-  
utes after supper, as soon as the N.Y.s had completed  
the kitchen clean-up.

8:15 to 9:00 Quarterly. A large room by the lake  
shorn and an open pit in the back of the camp furnished  
two excellent places for evening campfires. Stories  
of every type, told by the storytellers, were in de-  
mand. Occasionally the campers would write up a camp  
report, and this would be given at the campfire.  
(See copy of camp report.) Dr. Hook and Tony occasionally  
gave skits and made on their own. These camp-  
fires were planned to be very times when each boy could  
feel the warmth and fellowship of the entire group.

9:15 Taps.

2. Special Events

Special events were planned regularly, though  
great flexibility was placed on all activities to meet  
the spontaneous response of the campers. Some of the  
special events were:-  
Games on the Hill



Over-night camping trips  
 Special exploratory hikes  
 Swimming Carnivals  
 Fishing trips  
 Trips, with the truck, to town  
 Banquet on the last evening at Camp

This analysis is concerned with a general evaluation and insight into the camp as a group phenomenon. Any influence which played upon the group as a whole must be considered here. It is the unitary response of the camp, acting as a single entity, which is the immediate concern of this analysis.

It will be impossible to deal with all the responses which the camp corporately made, for during twenty-four hours the whole range of human conduct was run in one way or another. For instance, when it rained, certain group behavior was noticeable. When a particular whistle blew, another type of behavior was noticeable, and so on. All these cannot be mentioned. We must limit ourselves here to certain features of the group life which will be of immediate help to us in correcting errors of the last year, and in understanding why certain things happened during the experiment.

#### 1. Older Boys -- Their Impact on the group.

It became evident very early in the experiment that the group of boys whose ages ranged between

Overnight carrying trip  
Special emergency lines  
Between terminals  
Flying high  
Trip, with the land, is from  
Bangkok on the last evening of May



## VII

AN ANALYSIS OF THE CAMP AS A GROUP

This analysis is concerned with a general evaluation and insight into the camp as a group phenomena. Any influence which played upon the group as a whole must be considered here. It is the unitary response of the camp, acting as a single entity, which is the immediate concern of this analysis.

It will be impossible to deal with all the responses which the camp corporately made, for during twenty-four hours the whole range of human conduct was run in one way or another. For instance, when it rained, certain group behavior was noticeable. When a particular whistle blew, another type of behavior was noticeable, and so on. All these cannot be mentioned. We must limit ourselves here to certain features of the group life which will be of immediate help to us in correcting errors of the last year, and in understanding why certain things happened during the experiment.

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AN ANALYSIS OF THE CASE AS A GROUP

This analysis is concerned with a general evaluation and insight into the case as a group phenomenon. Any influence which played upon the group as a whole must be considered here. It is the unitary response of the group, acting as a single entity, which is the immediate concern of this analysis.

It will be impossible to deal with all the responses which the group corporately made, for during twenty-four hours the whole range of human conduct was run in one way or another. For instance, when it rained, certain group behavior was noticeable. When a particular vehicle blew, another type of behavior was noticeable, and so on. All these cannot be mentioned. No real limit objective here to certain features of the group life which will be of immediate help to us in correcting errors of the last year, and in understanding why certain things happened during the experiment.

1. Observations -- Data based on the group.

It became evident very early in the experiment that the group of boys whose ages ranged between



fifteen and seventeen were to become an unyielding influence in the development of a solid group spirit. This first showed itself in smoking. Smoking in a camp of this type was obviously a problem, for it involved a fire-hazard in the woods and the tents. During the first nights certain of the older boys smoked profusely in their tents. The older boys also passed out cigarettes to the younger boys. It became evident that no single standard of discipline could be maintained if certain of the boys had privileges the others did not have.

During the morning of the third day, Mr. Wolan approached the older group with the plea that this group was in camp to show leadership to the younger boys, and in the interest of this function it seemed reasonable to expect this older group to refrain from smoking. The fire-hazard was also pointed out. No promises were encouraged; however, there seemed to be general agreement in favor of the suggestion. Dr. Young pointed out the same matter during the Rest Hour.

Smoking continued, but not in the same degree. Certain of the boys responded to the challenge. Three did not.

fifteen and seventeen were to become an established  
influence in the development of a solid group spirit.  
It was this that caused itself to manifest. The  
boy in a group of this type was obviously a problem  
for it involved a five-barrel in the group and the  
best. During the first night session of the  
older boys' meeting, however, in their talks. The  
older boys also passed out cigarettes to the young-  
er boys. It became evident that no single stand-  
ard of discipline could be maintained. It was  
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During the morning of the third day, Mr. Wolf-  
man approached the older group with the idea that  
this group was in some to show leadership to the  
younger boys, and in the interest of this position  
it seemed reasonable to expect this older group  
to refrain from smoking. The five-barrel was al-  
so pointed out. No problem was suggested; how-  
ever, there seemed to be general agreement in favor  
of the suggestion. Mr. Young pointed out the same  
matter during the next hour.  
Smoking continued, but not in the same degree.  
Certain of the boys responded to the challenge.  
Three did not.



During an evening meeting with the older boys in their tent the whole matter was put on an individual basis. Any boy who was not willing to stop smoking in camp was to see either of the Directors and make arrangements with him for continuing the practice. It was assumed that if a boy did not see one of the Directors during the next day, he had agreed to stop.

Smoking continued. Three of the older boys were approached several days later, after they had been openly smoking before some of the younger campers. They admitted their failure to cooperate. It was suggested that unless they were willing to be honest and cooperative on the matter their camping experience would terminate immediately. They consented to smoke in a cleared spot near the lake about six hundred feet from camp. They also consented to buy their cigarettes through the camp. This agreement held throughout the remainder of the camp experience.

Bullying was an additional feature which the older boys imposed upon the group. To be sure, there is bound to be a certain amount of bullying in any group, but in this case, the action was of

During an evening meeting with the older boys in their tent the whole matter was put on an official basis. The boy who was not willing to stop working in camp was to see either of the directors and make arrangements with him for continuing the practice. It was assumed that if a boy did not see one of the directors during the next day, he had agreed to stop.

Working continued. Three of the older boys were approached several days later, after they had been openly working before some of the younger boys. They admitted their failure to cooperate. It was suggested that unless they were willing to be honest and cooperative on the water, their working experience would terminate immediately. They consented to make in a signed report near the lake about six hundred feet from camp. They also consented to put their signatures through the pump. This agreement held throughout the remainder of the day's experience. Delighting was an additional feature which the older boys imposed upon the group. To be sure, there is bound to be a certain amount of delighting in any group, but in this case, the action was of



such a type that the younger boys came to resent the older boys.

Tent 1, which was the older boys' tent, had an orgy of "bed-dumping". Finally, the older boys started the same dumping in tents where the younger boys lived. In the case of two of the younger boys who lived in Tent 1, it became necessary to move them, for certain of the older boys pushed their beds out each morning, and tension grew so great that the younger boys awakened early each morning to be awake when the bed-pushing began. Enuresis started with both the younger boys. This determined a shift in sleeping quarters.

The older boys so impressed themselves on the younger boys that they came to be called "the big shots".

Leaving camp was another problem the older boys gave the Directors. They discovered a store at one end of the lake and visited this at all hours. They made friends with several of the neighbors. Occasionally, they missed meals while out at some distant point from the camp. On one occasion they took an old buggy from a farm (with the permission of the farmer) and had difficulty

such a type that the younger boys came to resent

the older boys.

Tent I, which was the older boys' tent, had

an entry of "bed-bugging". Similarly, the older

boys visited the camp during its hours when the

younger boys lived. In the case of two of the

younger boys who lived in Tent I, it became neces-

sary to move them, for certain of the older boys

found their beds got each morning, and tension

grew so great that the younger boys awakened early

each morning to be awake when the bed-bugging be-

gan. Eventually started with both the younger boys.

This described a shift in sleeping quarters.

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younger boys that they came to be called "the big

shots".

Leaving camp was another problem for the older

boys gave the instructors. They discovered a store

at one end of the lake and visited this at all

times. They made friends with several of the

instructors. Occasionally, they kissed each other

and at some distant point from the camp. On one

occasion they took an old baggy from a lake (with

the permission of the Council) and had difficulty



in getting it back because of broken parts. All this "visiting around" made for a large problem in supervision, and destroyed the camp morale in many of its group activities. No discipline or supervision could be maintained if part of the campers were out roaming the countryside rather than taking part in the planned activity of the camp.

## 2. Counsellors.

### a) How the counsellors experienced the camp:

The general staff of counsellors remained over from three previous periods of camping in the same camp. They had become accustomed to a certain routine and discipline worked out in the other three periods, and this experiment called for a new adjustment on the part of all. It was a fault in administration that the general procedure and policies were not more adequately explained to the staff. As the matter developed, it became obvious that the counsellors looked for the orderly camp that they had previously experienced. Too, they came into the new period with a more or less fixed system of discipline, and

in getting it back because of broken parts. All this "visiting around" made for a large problem in supervision, and destroyed the camp morale in many of its group activities. No discipline or supervision could be maintained as part of the camp. There were out roaming the countryside rather than taking part in the planned activity of the camp.

2. Generalizations.

a) How the counselors experienced the camp  
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they became occasionally shocked at the show of disorder which the camp demonstrated in its early stages.

This was handled by Staff Meetings which came at regular intervals. It is clear that some of these meetings should have come before the camp opened, in order to have oriented the leaders more adequately to the general policies and methods of this camp.

An additional matter of administration was provoked by the counsellors' experience in camp. The matter of having two Directors was completely confusing to the staff. It became a problem of determining where final authority was vested, and decisions were often unfortunately delayed until both Directors had been seen.

b) How the campers experienced the counsellors:

This naturally was one of the most important features in the development of the group as a unit. A general observation seems to warrant these conclusions:

1. As "atmosphere creators".

They were occasionally shocked at the  
show of disorder which the camp demonstra-  
ed in its early stages.

This was handled by Staff Meetings which  
came at regular intervals. It is clear  
that some of these meetings should have  
come before the camp opened, in order to  
have outlined the layout more adequately  
to the general public and members of the  
camp.

An additional matter of administration  
was provided by the committee's experience  
in camp. The matter of having two differ-  
ent was completely confusing to the staff.  
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final authority was vested, and decisions  
were often unnecessarily delayed until both  
directors had been seen.

b) How the camp experienced the committee:

This naturally was one of the most im-  
portant factors in the development of the  
group as a unit. A general observation  
seems to warrant some conclusion.

1. The "Administrative Structure"



This can only be explained by example: A group of boys sitting in their tent had decided not to attend a meeting of the campers on the hill. The Tent Counsellor came into the tent, explained that he was going, and the rest followed.

Another example: Dr. Beck lay awake one morning, but his eyes were closed. The boys thought him asleep and, by whispering to each other, decided that they would not go for a dip when the first whistle blew. When the whistle did blow Dr. Beck arose, put on his swimming suit, and most of the boys did likewise.

In both these cases, the counselors made no suggestions as to what should be done, but merely created an "atmosphere" in which it became easy for the boy to do a certain thing. This was accomplished by the counselor's attitude, his readiness to do the thing that was to be done, and a

This can only be explained by ex-  
amples: A group of boys sitting in  
their seats had decided not to attend  
a meeting of the company on the 11th.  
The same day the boys came into the  
room, explained that he was going,  
and the rest followed.  
Another example: Mr. Beck lay  
down on his side, but his eyes were  
closed. The boys thought his eyes  
were closed, but he was not. He  
closed his eyes and they were not for a  
few minutes. When the first whistle blew,  
Mr. Beck's eyes did not close. He  
stood, but on his standing side, and  
some of the boys did likewise.  
In some cases, the company  
left seats or suggestions as to what  
should be done, but mostly opened up  
"discussion" in which it became easy  
for the boy to do a certain thing.  
This was recommended by the company  
for a while, his readiness to do  
the thing that was to be done, and



general attitude of expectation that others were going to act in general agreement with the camp schedule.

2. As "friend and companion".

In every case the counsellor was cordial and friendly to the campers. Most of the counsellors were called by their first names and maintained as warm and personal a friendship with each boy as time and duties would permit. During the first part of camp, the counsellors took those who could not swim for trips in the rowboats. They walked with them, played with them, swam with them, listened to their troubles, and in every way possible attempted to act the part of a friend and companion, rather than the part of a formal leader or professional worker.

Some of the boys were unable to adjust themselves to this status at first, and as a result imposed upon the counsellors. Some had never

general attitude of expectation that  
others were going to act in general  
agreement with the camp schedule.

### 3. An "friend and companion"

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who could not walk for walks in the  
campgrounds. They walked with them,  
played with them, even with them,  
listened to their troubles, and in  
every way possible attempted to get  
the part of a friend and companion,  
rather than the part of a formal leader  
or professional worker.  
Some of the boys were unable to  
adjust themselves to this situation at  
first, and as a result looked upon  
the counselors. Some had never



been treated with any consideration at home, and as a result, when they found adults treating them as friends and companions, they could not stand the change. "Take me out for a ride; take me out for a ride!" - this was a common cry. Soon these boys became adjusted to the situation and ultimately did not impose upon the counsellors with a multitude of requests.

### 3. As "teacher".

The counsellor was not merely "atmosphere creator" or "friend and companion", but essentially he had to be teacher also - teacher, not in the formal sense, but teacher in the sense of developing certain skills and coordination. During work hour, a counsellor would work with a group on one of the projects. If it were cutting wood, he would help in developing right habits in the use of saw and axe. If it were on the trail, it was in developing judgment for cut-





ting the right trees and the proper use of hatchets. In the hobby groups, the counsellor helped the boy develop his skill along certain lines. Definite instruction was aimed for, in order that the boy might carry back with him the beginnings of some real skill along a certain line.

4. As "therapist".

The campers were all aware of the fact that they were in camp to make certain specific gains in the development of their personalities. This was not emphasized, but it was made clear. From time to time, certain aspects of personality development were brought out in such a way that the camper realized he must make an effort to help himself in solving his own difficulties. In this way, the campers experienced the counsellors as "therapists".

5. As "disciplinarian".





In a camp of this type it would have perpetrated chaos to permit every capric to have its expression. Disciplinary measures were at a minimum, it is true, but at times the hand of justice had to fall and fall immediately. It was often necessary for a Tent Counsellor to mete out punishment upon the entire tent. There were times when privileges had to be taken away and individuals had to be impressed with the responsibility they had toward the harmony of the group life. This required discipline and the counsellor had to be experienced by the camper as a disciplinarian. It seems essentially true that the campers experienced the staff in these five ways. Combine the above five functions and we have a constellation which most truly represents the total impact the counsellors made upon the camp as a group and upon the





boys as individuals.

### 3. Boys from Other Agencies.

We now turn our attention from the counsellors to another factor which, in this particular case, had a marked effect upon the group.

Three boys were added to the group at the last minute from one of the children's agencies of Boston. These three boys had been together previously at a camp. They knew each other and when they came into camp they formed a unit which proved impossible to absorb itself into the larger group.

In the first place, these boys came into camp after it had been under way for several days. The rest of the boys knew each other when these three arrived. They were put into a tent together and this proved just the right opportunity for cementing their friendship. Participation or non-participation in the life of the camp was decided here in this tent. If once the three boys had outlined their corporate intentions, it was useless to try to alter their determination.

It was decided to bring the three boys into one of the large tents with the older boys. This was done, but they never became a part of the older

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group of boys who actually were on the same age level.

In one instance it had been decided by the campers to take an over-night hike. One group was to go to the mountain to sleep, the other was to go down the old Post Road. The three boys under discussion decided that it was too much trouble to go on this hike although they had previously decided in favor of it. As a result the other older boys decided they too did not care to go.

One factor which entered into this situation was their confusion as to the type of discipline which was in vogue. They frankly told the Directors that they did not know how to run a camp. "Why!" they said, "In the last camp we were in, if we did anything wrong we were sent through a line of counsellors, each one of whom strapped us with his belt. You should do that here." They missed the "strong-arm" method of discipline which they had been used to; they couldn't quite figure out how to get the most attention and satisfaction out of the present situation.

The climax came one morning when they expressed the desire to go home. Much to their surprise they





were quickly prepared for their departure. In half an hour they were on their way home. The fact is, as a complete check has revealed, the last thing in the world these boys wanted to do was to go home.

After these boys left, the solidarity of the group built up quickly. This one group was never absorbed into the group as a whole.

#### 4. Group Activity.

Any broad conclusions from the three weeks regarding group activity are impossible. In the first place, it would be unwarranted to make conclusions on a three weeks' experiment, for the solidarity of any group grows slowly. With this group the process was retarded more than in most cases, for we were dealing with a group of boys who had not learned to become part of any closely united group. Their marked individuality, which made them psychiatric problems, militated against any quick appearance of group spirit. To begin with, it was like trying a bunch of colts to a wagon, the wagon being pulled in any and every direction. It took time for the boys to learn to pull in teams.

It was of interest, however, to observe the





ways in which team work and group life was built up, and it was obviously our task to synchronize and harmonize the various independent spirits if the campers were to experience any type of integration in their camp life. Some of the factors in developing a sense of team play and group spirit are the following:

a) Meals.

Three times a day the entire camp was together for meals. Individuality tended to exert itself here in a way that made for an excellent study situation. Food likes and dislikes, bad table manners, refusal to eat, refusal to be on time, over-excitement and hilarity - all were factors in making meal-time one of the most seriously challenged group activities.

It became necessary to station counselors at both ends of the tables to observe and to control. At first the boys were more or less strangers to each other and to the counsellors. During this time they were inhibited by their unfamiliarity with the situation and personnel. As soon as

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the novelty of the situation wore off, the true natures of the boys revealed themselves.

Punctuality at meal-times finally was insisted upon. The door to the dining-room was locked within five minutes after the last dinner bell had rung. After a few meals were missed certain boys learned to be punctual.

Counsellors directed the conversation at those parts of the table where some boy disapproved of the food. The boys themselves came to sense the situation and ridiculed the boy who did not like a certain type of meat or vegetable. It came to be generally understood that if a boy intended to complain about the food he was expected to stay away from meals. Under this kind of group pressure, boys who had previously consistently refused to eat certain types of food at home or elsewhere now ate these foods, and even admitted that they liked them.

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brought up under the general principle of the "survival of the quickest". This demonstrated itself in table manners that were none too complimentary. The counsellor again had to direct the conversation at those places where this kind of behavior was consistently observed. Soon the campers themselves came to apply pressure upon those individuals who demonstrated savage table manners.

To build up a kind of group spirit around the meal there was occasional singing. Announcements relating to the entire group were made at this time. All of which contributed toward making the meals a significant factor in developing a group spirit out of twenty-six uncompromising individualists.

b) Work Hour.

Work Hour was felt by many of the counsellors to be the most constructive period in the development of group spirit and team play.

The first few days were anything but

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#### b) Work hour.

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The first few days were especially



satisfactory. Only six boys actually took part in the first work hour. It was then decided to concentrate counsellor leadership on each project so that each boy could be taught his part in the actual job that he had decided to work upon. Little by little the boys learned to fit into certain work projects until finally they came to feel a certain pleasure in harmoniously fitting into some organized form of work. Naturally, one of the main problems lay in fitting the boy into the work that appealed to his major interest. Even those tasks which made little appeal as part of the routine of the camp came to be done in a harmonious way. Dish-washing was one of the least appreciated camp jobs, but this came to be done quite quickly and efficiently by competing in the matter of time. The kitchen supervisor would see that the work was done well, and the boys would keep track of the actual time it took to do the job. The quickest crew of dishwashers took pains to tell the rest of the campers about its record. The

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supervisor took pains to evaluate the thoroughness of each crew.

c) Games.

Immediately after the dishwasher had completed the evening dishes - about forty-five minutes after supper - the boys often came together to play games. On many occasions every boy in camp took part in these games without any coercion. Captains were selected, and two teams would line up for play. Quarrelling was not uncommon during the games. Under the strain of competition many of the boys demonstrated their emotional problems. During the last week of camp it became possible to allow the boys to run their own games without the supervision of counsellors. This would have been impossible during the early part of camp when actual fist-fights occurred. The boys learned to enjoy their games by playing their parts and fitting into their sides as best they could.

d) Campfires.

Campfire time was story-time and singing-

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### d) Games.

During the last few days and nights



time. The boys and counsellors all gathered around the fire to relax and be cozy. Singing usually started under direction, but new tunes and verses often sprung up spontaneously.

The singing, to begin with, was terrifically discouraging. After the first campfire, when the song-leader had done his best to get the boys together in a song, one of the counsellors said, "Do you think that this group will ever learn to sing together?" On the third evening that counsellor had learned that this group could learn to sing together. The positive enjoyment the boys experienced in singing was shown one night, about a week after camp opened, when one of the boys said, "Can't we spend the entire campfire tonight in singing?"

Singing came to be a real factor in building up a sense of group power and group spirit. Here was a place in which all could take part to create beauty or hilarity. Good fellowship came to be built on

time. The boys and counselors all gathered around the fire to relax and be noisy. Singing usually started under direction, but now tunes and verses often sprung up spontaneously.

The singing to begin with, was fairly liberally discriminating. After the first campfire, when the song-leader had done his best to get the boys together in a song, one of the counselors said, "Do you think that this group will ever learn to sing together?" On the third evening that counselor had learned that this group could learn to sing together. The positive enjoyment the boys experienced in singing was shown one night, about a week after camp opened, when one of the boys said, "Can't we spend the entire campfire tonight in singing?"

Singing came to be a real factor in building up a sense of group power and group spirit. There was a place in which all could take part to create beauty or hilarity. Good fellowship came to be built on



this form of group expression.

Listening to the story-teller was an occasion for many interruptions. Those boys who wanted to hear the stories accounted for a growing spirit of silence and appreciation. "Shut up, you!" was not an uncommon injunction from one of the campers to one of the disturbers. This often was much more effective than a similar injunction from one of the counsellors.

e) Hobbies.

Though the hobbies afforded primarily an expression of individuality, many of the boys were dependent upon cooperation and coordination within the group. Constructing certain features in nature village demanded group interest and group cooperation. Gimp and leather work hobbies required that the entire group be prompt in attending the hobby hour, so that material could be dealt out at the same time, and that each boy must take his turn in getting the teacher's attention. A satisfactory hobby hour was possible only when a boy learned to take

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his place in a group and with a group.

f) Church.

Conducting a Sunday Church Service was not an easy matter, for the group was composed of Protestants, Catholics and Jews. The task of the leader was to find some common ground upon which all faiths agree and establish the worship upon that. Lives of courageous men, ethical issues of war, social matters of cooperation, etc., formed the basis for short talks. The singing of non-creedal hymns was also a part of this Service.

All of the Church Services were held in one place. The first Sunday morning the boys were frivolous and flippant when they came to the meeting. After the first time, the meetings were held in an atmosphere of reflection. Sunday morning Church Service came to be "reflection time". These times were unique in the experience of the group, for at no other period was there a similar atmosphere of seriousness and reflection.

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## 2) Church.

Conducting a Sunday Church Service was not an easy matter, for the group was composed of Protestants, Catholics and Jews. The task of the leader was to find some common ground upon which all could agree and establish the worship upon that. Issues of conscience, moral, ethical issues of war, social matters of cooperation, etc., formed the basis for their talks. The singing of new-creedal hymns was also a part of this service.

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## VIII

RECOMMENDATIONS MADE BY COUNSELLORS IN A JOINT MEETING

1. The duties of the co-director should be more clearly defined and understood by both counsellors and campers, so that there would be less confusion and inefficiency.
2. Counsellors could be placed more on schedule so that every activity could have more thorough supervision.
3. The campers should be made to understand that any candy sent to them while in camp must be shared with the rest of the camp. (This should be clear with the campers before they come to camp.)
4. All matters of policy, purpose, authority, duties, etc., should be clear with the counsellors before the camp opens.
5. Campers should be restricted to camp property.
6. Boating and canoeing should be confined to certain specific hours of the day. During these times there should be a counsellor on the waterfront to check the boats in and out, and arbitrate all disputes and claims to the use of boats and canoes.

WILL  
RECOMMENDATIONS MADE BY COUNSELLORS IN A LETTER  
TO THE DIRECTOR

1. The duties of the co-director should be more clearly defined and understood by both counsellors and campers, so that there would be less confusion and inefficiency.
2. Counsellors could be placed more on schedule so that every activity could have more thorough supervision.
3. The campers should be made to understand that any campers sent to their tents in camp must be cleared with the rest of the camp. (This should be cleared with the campers before they come to camp.)
4. All matters of policy, purpose, authority, duties, etc., should be clear with the counsellors before the camp opens.
5. Campers should be restricted to camp property.
6. Boating and canoeing should be confined to certain specific hours of the day. During these times there should be a counselling on the water-front to check the boats in and out, and advise all children and adults to the use of boats and canoe.



7. There should be a system of rewards as well as a system of punishments. These rewards should not be in the nature of prizes or awards but in the nature of added responsibilities and privileges. (The transferring of one boy from the older group to the younger group as Junior Leader is an example of what is meant by this.)
8. Campers as well as counsellors should be clear as to regulations, policies, and seats of authority.
9. The age limit should be from 8 to 13 or 14. Older boys in a camp of this type constitute a real hazard.
10. The camp should be of longer duration in order to make any adequate personality changes or to determine any positive conclusions regarding the problem under study. Individual treatment should be attempted to supplement the group treatment that is under way.
11. More symbolism should be attached to meals. This should become even more of a special event in the life of the camp.

7. There should be a system of rewards as well as a system of punishments. These rewards should not be in the nature of prizes or medals but in the nature of added responsibilities and privileges. (The transferring of one boy from the other group to the younger group as Junior Leader is an example of what is meant by this.)
8. Conduct as well as accomplishments should be clear as to regulations, policies, and codes of conduct.
9. The age limit should be from 8 to 15 or 16. Older boys in a camp of this type constitute a real hazard.
10. The camp should be of longer duration in order to make any adequate personality changes or to determine any positive conditions regarding the problem under study.



## IX

ADDED RECOMMENDATIONS

1. There is a distinct need for better medical equipment and care. An Interne or Resident Doctor should be in attendance, besides the Nurse.
2. There should be more money available for concentrating on the problems of therapy and research.
3. The Staff should again be made up of leaders who have had experience in dealing with boys and girls, but this Staff should not be overloaded with persons who have had psychiatric training. Counsellors from all walks of life are desired in order to keep the necessary balance in program.
4. In an additional experiment of this type, a certain amount of individual treatment should be attempted to supplement the group treatment that is under way.
5. More symbolism should be attached to meals. This should become even more of a special event in the life of the camp.

IX

ALCOHOL REHABILITATION

1. There is a distinct need for better medical equipment and care. An Institute of Alcohol Research should be in attendance, besides the others.
2. There should be more money available for conducting on the problems of drinking and research.
3. The State should again be made up of leaders who have had experience in dealing with liquor and crime, but this State should not be overloaded with persons who have had psychiatric training. Cooperation from all walks of life are desired in order to keep the necessary balance in program.
4. In an additional experiment of this type, a certain amount of individual treatment should be attempted to supplement the group treatment that is under way.
5. More symbolism should be attached to media. This should become even more of a special event in the life of the group.



## RULES AND REGULATIONS

### Boating on Boats

1. Senior swimmers may use boats without accompaniment -- four maximum.
2. Junior swimmers may use boats upon consent of Camp Director or Swimming Instructor, -- three maximum; two juniors minimum. One beginner may accompany two juniors. Boats may not be kept out more than fifteen minutes.
3. Beginners may use boats only when accompanied by a counsellor, a senior swimmer, or two junior swimmers.

## APPENDIX

### Boating on Canoes

1. Senior swimmers may use the canoes.
2. A junior swimmer may use a canoe when accompanied by a counsellor or a senior swimmer.
3. Beginners are not to use the canoes.

### Boating Hours

1. During beginners' swimming period juniors and seniors may use all boats but one, provided they stay away from the beach.
2. After senior boats are not to be monopolized by any individual or group, but are to be reserved

# THE HISTORY OF THE

REIGN OF

CHARLES THE FIRST

## APPENDIX

OF THE



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2. After supper boats are not to be monopolized by any individual or group, but are to be reserved

## HOUSE AND RECREATION

### Boating on Lake

1. Senior citizens may use boats without town-  
sailing -- four maximum.
2. Junior citizens may use boats upon consent of  
Camp Director or District Instructor. -- three  
maximum; two junior citizens. One beginner may  
accompany two juniors. Boats may not be kept out  
more than fifteen minutes.
3. Beginners may use boats only when accompanied  
by a counselor, a senior citizen, or two junior  
citizens.

### Boating on Lake

1. Senior citizens may use the center.
2. A junior citizen may use a canoe when accom-  
panied by a counselor or a senior citizen.
3. Beginners are not to use the center.

### Boating House

1. During beginners' training period juniors and  
seniors may use all boats but one, provided they  
stay away from the beach.
2. After summer boats are not to be monopolized  
by any individual or group, but are to be reserved



for general usage according to above rulings.

### Senior Swimmers

1. Must swim width of lake.
2. Must jump from canoe without tipping, disrobe, and re-enter canoe.
3. Must show ability in handling canoe.

### Junior Swimmers

1. Must swim 100 yards.
2. Must show ability to row a boat.

### Beginners

1. All who have not fulfilled junior requirements fall into this class.

for general usage according to above rulings.

Senior Swimmers

1. Must swim width of lane.
2. Must jump from canoe without flailing, bludge, and re-enter canoe.
3. Must show ability in handling canoe.

Junior Swimmers

1. Must swim 100 yards.
2. Must show ability to row a boat.

Boatmen

1. All who have not fulfilled Junior requirements fall into this class.



# DAILY HYGIENE CHART

		HANDS												FACE												TEETH											
NAME	AUG.	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12
R.B.																																					
T.B.																																					
L.C.																																					
F.D.																																					
B.F.																																					
J.F.																																					
L.F.																																					
B.G.																																					
R.H.																																					
D.L.																																					
P.L.																																					
J.M.																																					
R.M.																																					
R.M.																																					
L.O.																																					
B.P.																																					
W.P.																																					
H.P.																																					
A.P.																																					
S.R.																																					
A.S.																																					
F.S.																																					
M.S.																																					
A.T.																																					

Take care of your teeth.

Arthur will get an extra  
dish of chocolate pudding  
while waiting for his  
the kitchen. Something must  
to be done about this.

We still hold the bridge  
--Monday.

Don't sleep and people  
your papers--John.

# DAIRY RECORD

NAME	AGE	SEX	DATE	TIME	PLACE	REMARKS
R.B.						
T.B.						
L.O.						
P.D.						
S.B.						
J.B.						
L.F.						
H.C.						
H.R.						
E.C.						
P.L.						
J.W.						
H.M.						
H.R.						
L.O.						
H.C.						
H.R.						
A.P.						
S.R.						
A.C.						
P.S.						
H.C.						
A.T.						



## THE NANSEN SNOOPER

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Edition IVol. I

August 17, 1935 :

EXTRA!

EXTRA!

## CHIPMONK GETS BATHING SUIT.

A brainless idiot left his bathing suit hanging to a tree where it made a swell meal for Mr. and Mrs. Chipmonk and the rest of the little monkies.

After receiving a terrific injury, our esteemed Editor felt terrible. However, Boyd went and had his leg massaged by the nurse. He returned to Tent I. in much better spirits.

Kenneth "Wooly" Wollen, who received his nick-name because he shrinks from washing; we think perhaps his sore feet have something to do with it.

After a tune on the harmonica by Wooly, we were greatly favored by a solo from Poley, who evidently didn't think much of Kenney's playing.

It seems that Harold's job in the kitchen is going to his stomach, while his frequent canoe trips on the lake are going to his head.

Arthur Thyll got an extra dish of chocolate pudding while doing K.P. duty in the kitchen. Something ought to be done about this.

## HELP CALAMITY.

K.Ps. are going on strike!

They have stood for as much nagging from Harold and Roy as they are going to.

May we say in advance that we regret the absence of our friend Harold from this gathering, but Toots is coming home tonight, and he will be too well occupied.

Since the life-guard recommended Woodbury's Facial Soap, Lake Bennebunck smells of it.

COMMENTS BY THE STAFF

See my press agent--Roy.

Tent No.I. and press agents should be thrown out--Harold.

My favorite past-time is sleeping--Dr. Young.

We still hold the bridge --Kenney.

Run along and peddle your papers--Ruth.





## THE NANSEN SNOOPER (2)

Benny says the boys' appetites are improving. (I guess we are getting used to her cooking.)

Sensible or nonsensible, says he; not sense so try and find out--Art.

### WEATHER

Undecided; Gordy can't make up his mind. See next edition.

The only thing we have to fear is fear itself--Dr. Beck.

### ADVICE TO THE LOVELORN

Dear Miss Fairfaxx:

I am a widow with two orphans my husband won't support.

Signed, I.M.Cracked.

Dear Miss I.M.Cracked:

I know you are.

Dear Miss Fairfaxx:

I am too old to know better. I know I feel and look pretty young. But really I am only a year old; could you advise me what to do about it?

Signed, I.B.Wit.

Dear I.B.Wit:

I am afraid I cannot help you out, until you put the sheets on the line.

Dear Miss Fairfaxx:

I am a young blond about 18 years old. I went out on the lake the other night with a girl, a very nice girl. I am a very nice boy and I do nothing but paddle when I am with a girl. Could you advise me what to do? This is my girlfriend's sister. Also do you think it is fair to her?

Signed, Harold.

The request for blueberry pie was excellent but although I looked through all my cook books and recipes in the evening papers, I could not find for the life of me a recipe that will tell how to make seven pies out of three  $\frac{1}{2}$ -quarts of blueberries--Benny.

### HEALTH NOTES

More than two plates of Beans are hard on the tents.

Do just as the Staff tell you or you will lose all of your health.

### EXTRA!!

Harold and Roy want a new truck. They went off with it the other night and stopped for gas. We don't know what good mechanics they are but they either got them mixed while putting them in, or just a gag for getting in at four o'clock in the morning.

# THE HANSEN KNOTTER (C)

Benny says the boys' eyes  
 liked are improving. (I guess  
 we are getting used to her  
 cooking.)

The only thing we have  
 to look at is the  
 old dog.

The reason for this  
 is was excellent but  
 though I looked through  
 all my book books and  
 signs in the evening  
 part, I could not find  
 for the life of me a  
 sign that will tell  
 to make even one out of  
 three - quarter of a  
 hundred - hundred.

## HEALTH NOTES

More than two plates of  
 Beans are used on the  
 table.  
 Do just as the staff  
 tell you on how will  
 all of your health.

## DETAILS

David and Ray want a  
 new ranch. They want off  
 what is the other night  
 and stopped for gas. He  
 don't know what food he  
 chicken that are the  
 other two are what  
 while waiting there is  
 just a gas for getting in  
 we don't know in the  
 morning.

Undoubtedly, Betty can't make  
 up mind. See next edi-  
 tion.

## ADVICE TO THE LOVERS

Dear Miss Peterson:  
 I am a widow with two or-  
 phans my husband was a sup-  
 port.  
 Signed, I. H. Orndorff.  
 Dear Miss I. H. Orndorff:  
 I know you are.

Dear Miss Peterson:  
 I am too old to know but  
 you. I know I am old look  
 pretty young. But really I am  
 only a child with spirit for ad-  
 vice we want to be about 12?  
 Signed, I. H. Orndorff.

Dear I. H. Orndorff:  
 I am afraid I cannot help  
 you out, until you get the  
 sheets on the line.

Dear Miss Peterson:  
 I am a young blond about  
 18 years old. I want out on  
 the lake the other night with  
 a girl, a very nice girl. I  
 am a very nice boy and I do  
 nothing but handle when I am  
 with a girl. Could you advise  
 me what to do? This is my first  
 friend's letter. Also do you  
 think it is fair to say?  
 Signed, Harold.



THE NANSSEN SNOOPER (3)

Dear Harold:

Why don't you try the mother next?

Dear Miss Fairfaxx:

I am a cook at a camp. There is a counsellor here named Harold that I would cast my eyes on if I were ten years younger. Could you advise me what to do?

Signed, Benny.

Dear Benny:

I would advise you to wait fifteen more years; then you would be in your second childhood and could make a match.

SONG

THE NANSSEN DIRGE

There's a long, long  
whistle blowing,  
And I know what it's  
for;  
It's for me to start  
my rowing  
Back towards the shore.

There's a long, long  
day a-coming  
And if I do not obey,  
There'll be an awful  
fussing,  
And on shore I'll have  
to stay.

REPORT ON AN EXPERIMENT IN

JUVENILE PROBATION

CONDUCTED FOR THE

BOSTON JUVENILE COURT

THE HANSEN SPOONER (2)

<p>There's a long, long day a-coming And if I do not sleep, There'll be no sleep Lustily, And on shore I'll have to stay.</p>	<p>There's a long, long whistle blowing, And I know what it's for; It's for me to start my rowing Back towards the shore.</p>	<p>Dear Miss Fairbanks: I am a cook at a camp. There is a commensal here named Harold that I would cast my eyes on if I were ten years younger. Could you advise me what to do? Sincerely, Harry.</p>	<p>Dear Harry: I would advise you to wait fifteen more years; then you would be in your second child- hood and could make a match.</p>
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Dear Harold:  
Why don't you try the water-  
er next?

BOND

THE HANSEN SPOONER



## FOREWORD

The following pages report an experiment in Juvenile Probation. For a period of six weeks, twelve boys from the Boston Juvenile Court were studied and trained, under highly controlled conditions, to determine the effectiveness of group treatment and group training.

Those who were closest to the experiment will be the first to recognize weaknesses, not only with this particular investigation but with the group approach.

### PART II

#### REPORT ON AN EXPERIMENT IN

#### JUVENILE PROBATION

#### CONDUCTED FOR THE

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REPORT ON AN EXPERIMENT IN

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He was under constant study in order to determine his specific problems and his special needs. He was tested and interviewed, he was studied in the group and in private conversation, he was observed under stress of competition and under the pressure of discussion. Thus, at the end of six weeks, the problems of most of the boys were fairly clearly formulated.

The Diagnostic function of the experiment can be conceived of in the terms of a "sorting machine", in which some of the boys will be turned back into society after a small amount of attention, while others will

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and treatment. AN OUTLINE OF THE EXPERIMENT

A. Purpose: The average delinquent needs something more than mere supervision during his term of probation. Some need intensive treatment, some need merely encouragement and advice, while others need specific training in habit formation. To be able to determine the specific needs of each delinquent is not an easy matter with the average machinery of a court. This fact determined the first purpose of the experiment, namely, a Diagnostic one.

During the six weeks which the boy was in the class, he was under constant study in order to determine his specific problems and his special needs. He was tested and interviewed, he was studied in the group and in private conversation, he was observed under stress of competition and under the pressure of discussion. Thus, at the end of six weeks, the problems of most of the boys were fairly clearly formulated.

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have to undergo a more profound experience of study and treatment.

The second purpose of the experiment was a Therapeutic one. Therapy was not considered here in a mere clinical sense. The methods employed were as varied and as broad as time and facilities permitted.

As problems arose, they were treated. Specific behavior was talked over with certain boys at various times. The techniques of the group treatment were designed to give every normal boy a chance to help himself.

#### B. Problems Raised by the Experiment:

1. The relation between group work and the individual case method. In scientific circles the case method, with its special techniques and methods, has been accepted and standardized. Any experiment in group treatment, therefore, has to interpret itself in terms of the case method. Several alternatives are open for the investigator of group treatment:

a. He can totally ignore the case method and strike out to find an entirely new basis of experimentation. At this stage in the development of group treatment, this might be the most

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- a. He can totally ignore the case method and strive not to find an entirely new basis of experimentation. At this stage in the development of group treatment, this might be the most



productive method, for it would set the investigator free to blaze an entirely new trail. Group work might be attempted without any reference or aid from the case method. An inquiry of this type over a period of time might prove that the case method is too individualistic to give the average individual a chance to assume his place normally in his natural groupings.

Certainly the group is the proper place to study a matter of delinquency. The offender has been unable to get along in the social group in which he finds himself. Perhaps he does not have the capacity of assuming a place in his group. Perhaps he is totally void of a sense of responsibility to his group. The fact that a boy cannot get along in society certainly indicates that the group is a proper place to study his capacity to live in a group. Certainly, too, if we believe in learning by doing, we can, at least theoretically, accept a group as a place in which a boy can practice how to get along in society.

b. Another alternative which the investigator can accept is to attempt to combine the case

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method and the group methods wherever possible. This seems to be the most reasonable and scientific approach. It is the one used in this investigation. The main emphasis has been to use the group and group techniques in every way possible to facilitate diagnosis and treatment, but the group has also been used to build a case record of each boy. At times purely a group approach was found inadequate, and the individual approach had to be used. The use of the case methods, however, did not retard our efforts to study group methods. It was felt that essentially we were experimenting with a group treatment, and, though we fell back on the individualistic approach on occasions, we held as strictly as possible to the group method.

2. Method of reporting group work. One of the most difficult problems raised by this investigation was that of recording the findings. There has been a great deal of group work in the past years, but there are no standard ways of reporting it. Many agencies doing group work with hundreds of individuals each week have no record of their findings and have never made available any standard way of

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reporting their activity and research. Therefore, considerable effort had to be spent in finding some systematic way in which a group experiment could be reported. This, of course, included the added factor of finding and training individuals to report group experimentation. There are many expert case workers to record individual observations, but it is not quite as easy to find persons who know what to look for in group experimentation. Thus to begin with, we were groping around for some uniform way of putting down our findings, and some way of agreeing on what to look for. The outline of this report is testimony to the fact that we have not yet fully solved our problem; however, it is a beginning.

3. Another problem raised by this experiment was that of making articulate the specific techniques used in group work. When we set out to formulate our program we found, in a vague sort of way, that we knew of a number of methods for dealing with groups, yet the exact nature and character of these methods were not sufficiently articulate to give us any clear-cut program. It has therefore been part of our task to specify exactly what group methods we were using for both our diagnosis and our therapy.

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This has not been easy, and we can claim little progress in the short time involved with the present investigation. We have been able, however, to point out certain areas which give promise of being called group techniques.

### C. A Tentative Formulation of the Specific Techniques Used in the Investigation - Individual and Group

Methods: As has been previously stated, group methods were used wherever possible, but individual methods had to be used in a supplementary way. Therefore, no distinction between the two will be made in formulating our techniques. As our purpose naturally fell under the two headings of diagnosis and therapy, so our techniques fall into the same two categories:

#### 1. Diagnostic techniques.

a. Court record. We were given a court record of each boy. We knew why he had been called in to court and the nature of his delinquency. We also knew some of the facts about his family, - number of brothers, sisters, etc., - and those routine details found on a court record.

b. Social history. On all except one or two of the boys we had a social history of the boy as worked out by the probation officer. From this

63  
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### C. A Tentative Formulation of the Specific Techniques

Used in the Investigation - Individual and Group Methods: As has been previously stated, group methods were used wherever possible, but individual methods had to be used in a supplementary way. Therefore, no distinction between the two will be made in formulating our techniques. As our purpose naturally fell under the two headings of diagnosis and therapy, so our techniques fall into the same two categories.

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### b. Social history. On all except one or two of

the boys we had a social history of the boy as worked out by the probation officer. From this



we were able to interpret the environmental factors which were at work on the boy.

c. Medical examination. Each boy was given a medical examination before he was allowed to become a part of the group. This was done not only to check off any possible organic reasons for the delinquency, but also to determine whether the boy was physically fit to take part in the gymnasium program of the class.

d. Intelligence test. The Dearborn Group Test, Series II, Examination C, was used to give some sort of a picture regarding the boy's general intelligence. Certainly, we would make no permanent conclusions regarding the intelligence of any boy on the basis of one group intelligence test; however, we wanted some kind of a picture of this phase of the boy. We used only one test because we did not want the boy to suspect any clinical intent on our part. If we had administered a whole battery of intelligence tests at the beginning of the experiment, the boys would have lost interest immediately. We felt the Dearborn Test results were representative, except in one case, where we tested again and found

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that the first score was entirely wrong due to the emotional state of the boy at the time of the first testing.

e. Personality test. The Roger Personality Test was given to each boy, not as any absolute gauge of personality, but in an attempt to use a variety of group methods. The Roger Test was given one day, and discussed with the boys the next day. The test was in the hands of the boys during the discussion; thus it was used mainly as a basis for bringing up certain problems in human relations. We scored the test and the results will be found under a case study of each boy,\* but our main use of this particular test was in the interest of drawing out discussion.

f. Physical examination. Besides the regular medical examination, which was made by a doctor from the Massachusetts General Hospital, each boy was weighed and measured, before the experiment began, to study any physical gains which the boy could make in the gymnasium during the six weeks, and again after the six weeks to determine changes.\*

g. Private talks. Quite regularly boys would

\* See pp. 144-207

that the first score was entirely wrong due to the emotional state of the boy at the time of the first testing.

2. Personality Test. The Roger Test Personality Test was given to each boy, not as any absolute gauge of personality, but in an attempt to see a variety of group methods. The Roger Test was given one day, and discussed with the boys the next day. The test was in the hands of the boys during the discussion; thus it was used mainly as a basis for bridging up certain problems in human relations. We scored the test and the results will be found under a separate study of each boy's and our main use of this particular test was in the interest of drawing out discussion.

3. Physical Examination. Besides the regular medical examination, which was made by a doctor from the Massachusetts General Hospital, each boy was weighed and measured, before the experiment began, to study any physical gains which the boy could make in the gymnasium during the six weeks, and again after the six weeks to determine changes.

4. Private talks. Quite regularly, boys would



drop into the Director's office and talk. Valuable points of information were often brought out in these conversations. Occasionally a boy would have to be given special attention on matters of discipline, etc. In the talks which resulted, valuable diagnostic facts were often brought out.

h. Specific observations on the group. We accepted the group as a special study in itself.

The boy was with us because he had violated group rules and had found it difficult to become a harmonious, integral part of his social group. We were out to see what kind of a group twelve such

boys could make. We studied the group as a practice unit for boys to learn group responsibility. We studied its harmony and integration. We studied the impact the group made on the boys. We studied the influence of the leaders in directing the harmony and integration of the group. The group itself was, therefore, a part of the diagnostic plan.

i. Specific observations regarding the attitudes and behavior of each boy in the group. A clinical picture is often inaccurate because it fails

drop into the Director's office and talk. Valuable points of information were often brought out in these conversations. Occasionally a boy would have to be given special attention on matters of discipline, etc. In the talks which resulted, valuable diagnostic facts were often brought out.

ii. Specific observations on the group. We accepted the group as a special study in itself. The boy was with us because he had violated group rules and had found it difficult to become a harmonious, integral part of his social group. We were out to see what kind of a group he was such boys could make. We studied the group as a practice unit for boys to learn group responsibility. We studied its harmony and integration. We studied the impact the group made on the boys. We studied the influence of the leaders in directing the harmony and integration of the group. The group itself was, therefore, a part of the diagnostic plan.

i. Specific observations regarding the individual and behavior of each boy in the group. A clinical picture is often diagnostic because it tells



to observe the individual in group situations - the specific area where he is having his difficulty. Of course, we recognize that a unit such as we formed cannot give the whole picture of a boy, but it certainly gives more than a mere clinical outline. We could study a boy's reaction under competition and under rule, we could study a boy's capacity for becoming an integral part of a group, we could study areas in which the boy objected to group procedure. Certainly the group furnished a valuable medium for making observations of the boy under more or less real conditions of social expression.

2. Therapeutic techniques. We are not talking of therapy here in a strictly psychiatric sense, but more by way of summarizing our effort to train the boys, to give them new interests and insights, to draw them over on the side of society and order, to show them values which might eventually become theirs. In the interest of this type of program, these techniques were used:

a. The impact of personalities. Certainly the impact of personality upon personality is among the most tested and tried devices for influencing

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culty. Of course, we recognize that a visit such  
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B. Therapeutic techniques. We are not talking of  
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boys, to give them new interests and insights, to  
draw them over on the side of society and order, to  
show them values which might eventually become  
theirs. In the interest of this type of program,  
these techniques were used:

a. The impact of responsibility. Certainly the  
impact of responsibility upon responsibility is among  
the most tested and tried devices for influencing



human behavior. Critical experiences in nearly every life have been met through the influence and impact of an attractive personality.

This method was tried in this experiment. A review of the names, positions, and interests of the speakers and individuals who had contact with the boys would reveal the battery of strong personalities which met these boys and tried to interest them in the interest of good living.

b. Informal talks. Talking to groups is certainly not a fad in influencing human behavior, nor has anything found in recent times discredited this ancient device. None of the speakers talked in a dogmatic, vindictive, preachy manner. Usually the speaker sat with the boys around him, and shared his values and experiences with them.

c. Direct discipline. By direct discipline we do not mean punishment and scolding, but the formation of certain habits by regular and persistent doing. A boy was required to appear at a certain place at an appointed time and participate in a certain type of program. To do this regularly and faithfully required an amount and type of discipline which certainly is far super-

human behavior. - Unethical experiences in nearly every life have been met through the influence and impact of an aggressive personality. This method was tried in this experiment. A review of the names, positions, and interests of the speakers and individuals who had contact with the boys would reveal the battery of strong personalities which met these boys and tried to interest them in the interest of good living.

b. Informal talks. Talking to groups is certainly not a bad in influencing human behavior, nor has anything found in recent times disproved this ancient device. Some of the speakers talked in a dramatic, vindictive, intensely manner. Usually the speaker sat with the boys around him, and shared his values and experiences with them.

c. Direct discipline. By direct discipline we do not mean punishment and scolding, but the formation of certain habits by regular and persistent doing. A boy was required to appear at a certain place at an appointed time and participate in a certain type of program. To do this regularly and reliably required an amount and type of discipline which certainly is far superior



for to many traditional methods of punishment and retribution. The fact that the boys learned to enjoy this type of discipline is testimony to its effectiveness in helping the boys develop simple habits.

d. Discussion. The group participated in many discussion periods. On one occasion when the speaker did not appear, the boys were permitted to discuss the topic for the day. During one four-day period the boys discussed problems which made it difficult for them to be good citizens in their sections of the city. On another occasion, movies which had been carefully selected for their problem-raising ability were shown to the boys and then discussed by them. By means of discussion the boys themselves dealt with their problems, settled on their own solutions, and established the points relative to certain of their own problems. This discussion was not a superimposed scheme of preceptive education; the problems came out of the boys' experiences, were thought out by them, and turned back to them for solution.

e. Physical education. That the physical edu-

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e. Physical education. That the physical edu-



cation side of the experiment was effective came out time and time again by direct testimony on the part of the boys; "I feel better", "I miss my bath, if I don't have it", "My muscles are growing hard", were the type of remarks which one constantly heard in the locker room. Regular exercise and bathing did much for the boys.

f. Impact of the group. There were many occasions when the group acted as a unit in handling a problem. One of the boys who was particularly interested in showing off before the group found the group bearing down on him at times, until finally he found a normal place in a group. This kind of censorship meant more than all the preachments which the leader might have uttered. The group in this case formed a small united unit and arose to an occasion of discipline and therapy which finally carried the point.

g. Use of religion. Naturally in a group of this type there could be no direct treatment of religion in the regular meetings. However, this approach was accomplished by bringing in clergymen from the churches for which the boys had indicated their preferences. As might be

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preconceptions which the leader might have uttered.  
The group in this case formed a small united wa-  
ter and arose to an occasion of discipline and  
therapy which finally carried the point.

F. Use of religion. Naturally in a group of  
this type there could be no direct treatment of  
religion in the regular meetings. However,  
this approach was accomplished by talking in  
classroom from the chapters for which the boys  
had indicated their preference. At night he



expected, many of the boys were delinquent in their church attendance and a fresh contact in their local parish was necessary to establish this part of the program of therapy.

h. Learning by doing. Many of the above techniques involve this same method, namely, learning by doing. However, it can be specially mentioned in relation to a certain part of the gym work. There were a number of occasions on which the boys selected teams and played games. This particularly involved team-play, good sportsmanship, and willingness to participate. They learned their good sportsmanship by playing as good sports. In a larger sense, the boys were learning to be reliable members of a group by playing the part of reliable members of a group. Thus, experiencing certain roles was part of the technique employed.

i. Movies. On different occasions the boys were taken to the Burroughs Newsboy's Foundation to see moving pictures. On all occasions we used the Success Movies developed by LeSourd, Van Waters, et al. These movies were of real service in opening up discussion on different prob-

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were learning to be reliable members of a group  
by playing the part of reliable members of a  
group. Thus, experiencing certain roles was  
part of the technique employed.

C. Movies. On different occasions the boys were  
taken to the Burlington Newsboys' Commission to  
see moving pictures. On all occasions we read  
the Success Stories developed by Leonard, Van  
Waters, et al. These movies were of real inter-  
est in opening up discussion on different prob-



lems; however, there were several difficulties which tempered our use of them. In the first place, most of the boys had seen the entire movie and were disappointed at the fragmentary section which we showed them. In the second place, a ten-minute excerpt from a hundred-minute story often failed to give enough of the problem to clearly define it. In the third place, ten minutes usually did not give enough time to crystalize the problem in the minds of the reviewers.

j. Rapport through one main leader. Though many different persons met the boys, there was one leader who was with the boys every day. To the boys he was not a part of the court set-up but an interested friend who believed their opinions were worthwhile, who believed the boys were worth working for and with, and who trusted them in every respect. This leader served as a thread of continuity throughout the experiment. Most of the boys felt free to come to him, and seldom was a confidence from the leader violated by any boy. The fact of being trusted was a valuable therapeutic device.

15.

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1. Progress through one crisis leader.

Through many different persons met the boys, there was one leader who was with the boys every day. To the boys he was not a part of the team set-up but an interested friend who believed their opinions were worthwhile, who believed the boys were worth working for and with, and who trusted them in every respect. This leader served as a thread of continuity throughout the experiment. Most of the boys felt free to come to him, and seldom was a confidence from the leader violated by any boy. The fact of being trusted was a valuable therapeutic device.



k. Health. Health suggestions made in the medical examination were carried out as far as possible.

Through this battery of therapeutic techniques, many of the boys seemed to experience distinct gains. Others could be added here and will be in a subsequent experiment.

D. Method of Reporting the Experiment: The problem of reporting the investigation has been alluded to before. There are no existing standard methods for reporting group work. As this combined both group work and individual methods the problem was even more complicated. A general scheme was hit upon which was more or less consistently followed throughout the investigation:

1. Each visitor or participating leader, except the speaker, was requested to fill in, at the conclusion of the day, an "Observer's Report Blank" which provided space for the treatment of the following:-

Name of Observer: \_\_\_\_\_ Date: \_\_\_\_\_

General Impression (Interest, behavior, participation, etc.):

Specific observations regarding the group:

Specific observations regarding certain individuals:

Suggestions:

1. Health. Health examinations made in the past-

local examination were carried out as far as pos-

sible.

Through this history of therapeutic techniques,

many of the boys seemed to experience distress.

Others could be added here and will be in

a subsequent chapter.

D. Method of reporting the experiments: The problem

of reporting the investigation has been alluded to be-

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1. Each visitor or participating leader, except the

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sion of the day, an "Observer's Report Blank" which

provided space for the statement of the following:

Name of Observer: \_\_\_\_\_

General Impression (Interest, behavior, parti-

cipation, etc.): \_\_\_\_\_

Specific observations regarding the group: \_\_\_\_\_

Specific observations regarding certain indi-

viduals: \_\_\_\_\_

Signatures: \_\_\_\_\_



These blanks were returned to the Director, filed, and finally catalogued under a special heading for this report. For instance, all the "General Impressions" will be found under one chapter, all "Group Observations" under another, etc.\*

2. The Director kept a complete diary of all events, incidents, etc., important and non-important. The schedule, speakers, and all details were kept in this diary which was finally worked over for this final report.

3. An individual file was made for each boy in which was kept his Court record, medical examination, psychological examination, etc. At the conclusion of the experiment, all observations made by leaders and visitors on the regular "Observer's Report Blank" were added to this file so that a summary and tentative prognosis could be made.

4. A stenographer took notes on nearly all of the talks delivered before the boys. These furnish an interesting summary of what was said to the boys by way of speaking.

E. Physical Equipment Used in the Investigation: The Boston Y.M.C.U. offered the use of their plant at 48 Boylston Street, Boston, for the term of this experi-

\*See page 85 et seq.

These blanks were returned to the Director, filed and finally catalogued under a special heading for this report. For instance, all the "General Impressions" will be found under one chapter, all "Group Observations" under another, etc.

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4. A stenographer took notes on nearly all of the talks delivered before the boys. These furnish an interesting summary of what was said to the boys by way of speaking.

F. Physical Equipment Used in the Investigation. The Boston Y.M.C.A. offered the use of their plant at 45 Boylston Street, Boston, for the term of this experi-



ment. The actual equipment used is as follows:-

1. Small office for files, typist, interviews.
2. Use of Gymnasium for  $\frac{1}{2}$  -  $\frac{3}{4}$  hour each day.
3. Use of locker room, shower room, and free towels each day.
4. Use of a classroom for the daily discussion period.

Through money provided by the Court, each boy was outfitted with a gymnasium suit.

Each boy was given two car tickets each day to provide transportation from his section of the city to the center of activity and back home again.

The Burroughs Newsboy's Foundation permitted the use of their large hall for the showing of moving pictures on four occasions.

F. Schedule and Curriculum: The experiment was conducted over a period of six weeks. The boys were to appear five days a week - Monday through Friday - for an hour and a half a day. Their curriculum was organized as follows:-

4:00-4:30 Exercise in the gymnasium. A regular instructor in charge of the gymnasium directed this period. On Monday, Wednesday and Friday, the boys were given appropriate setting-up exercises. On

ment. The actual equipment used is as follows:-  
1. Small office for files, typist, interviews.  
2. Use of Gymnasium for  $\frac{1}{2}$  -  $3\frac{1}{2}$  hours each day.  
3. Use of locker room, shower room, and five toilets  
each day.

4. Use of a classroom for the daily discussion  
period.  
Through money provided by the Court, each boy was  
provided with a gymnasium suit.

Each boy was given two car tickets each day to pro-  
vide transportation from his section of the city to  
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The Pennsylvania Newspaper's Foundation permitted the  
use of their large hall for the showing of moving pic-  
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F. Schedule and Activities: The experiment was con-  
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4:00-4:30 Exercise in the gymnasium. A regular  
instructor in charge of the exercises directed this  
period. On Monday, Wednesday and Friday, the boys  
were given appropriate setting-up exercises.



Tuesday and Thursday, the period was spent exercising on the parallel bars, tumbling, or doing other types of stunt work. During the week the boys were seeing moving pictures at the Burroughs News-boy's Foundation, there was no gym period. The boys missed their exercise greatly; they cheered loudly when told they could go back to the gym.

4:30-4:40 Shower. The boys learned to enjoy their shower so much that usually some leader had to be on hand to hurry them along.

4:40-5:30 Talk and discussion. The talks and discussions were outlined to school the boys in areas which were considered important for this particular group. An outline of the discussion, week by week, is as follows:-

1st Week Topic: "The Organization of Society".

During this week the boys were to get acquainted with the way society has organized itself, how it had to develop in order to protect human life. The emphasis was always on the point that society was trying to protect its members.

Monday - Mr. I told how the Courts have developed to protect the members of society.

Thursday and Friday, the period was spent exercising on the parallel bars, tumbling, or doing other types of stunt work. During the week the boys were seeing moving pictures at the Hutchinsons boys' boy's foundation, there was no gym period. The boys missed their exercises greatly; they cheered loudly when told they could go back to the gym. 4:30-4:45 Shower. The boys seemed to enjoy their shower so much that usually some leader had to be on hand to hurry them along.

4:40-5:30 Talk and discussion. The talks and discussions were outlined to school the boys in areas which were considered important for this particular group. An outline of the discussion, week by week, is as follows:-

1st Week Topic: "The Organization of Society".  
During this week the boys were to get acquainted with the way society has organized itself, how it had to develop in order to protect human life. The emphasis was always on the point that society was trying to protect its members.  
Monday - 1st. I told how the Gowts have developed to protect the members of society.



Tuesday - Mr. III, a practicing attorney, told how law had been developed into our present codes.

Wednesday - Mr. IV told how the police try to protect human life.

Thursday - The speaker on Settlement organizations failed to appear, so a discussion was held and the boys developed the Settlement and Neighborhood House side of society.

Friday - Mr. V spoke about the part the School system plays in society.

There was no discussion after the talks this week, except on Thursday, when the whole period was turned over to discussion. The fact that the boys were new to each other, and new to the Director, necessitated a week in which to get acquainted. Comments on the first discussion are found elsewhere in this report.\*

2nd Week Topic: "Examples of Good Citizenship".

By means of biography the boys were introduced, during this week, to the lives of certain courageous citizens.

Monday - Mr. VI told the story of Dr. Edward Livingston Trudeau.

Tuesday - Mr. VII told the life story of the

\*See p. 219

Thursday - Mr. III, a practicing attorney, told how law has been developed into our present code.  
Wednesday - Mr. IV told how the police try to protect human life.

Thursday - The speaker on Settlement organization failed to appear, so a discussion was held and the boys developed the Settlement and Welfare Workhouse side of society.

Friday - Mr. V spoke about the part the school system plays in society.

There was no discussion after the talks this week, except on Thursday, when the whole period was turned over to discussion. The fact that the boys were new to each other, and new to the director, necessitated a week in which to get acquainted. Comments on the first discussion are found also where in this report.  
End Topic: "Examples of Good Citizenship".

By means of biography the boys were introduced during this week, to the lives of certain courageous citizens.

Monday - Mr. VI told the story of Dr. Howard Livingston Tinsley.  
Tuesday - Mr. VII told the life story of the



poet Schiller.

Wednesday - Mr. VIII told the story of some courageous football players.

Thursday - The boys conducted a discussion on the lives of some heroes which they thought worth mentioning.

Friday - Mr. IX told the life story of Booker T. Washington.

Discussion followed most of the talks.

3rd Week Topic: "Problems that Make it Difficult for Me to be a Good Citizen in my Community". - Discussion.

This week the boys were to bring out real reasons why life was difficult in their sections of the city.

Monday through Thursday - The discussion was on the above topic. Details and problems discussed will be found recorded among the talks and speeches.\*

Friday - Mr. X told about the way some boys he knew had handled the problems they found in their communities.

4th Week Topic: "Health and Hygiene".

This week concentrated on the problem of keeping healthy both in body and mind.

\*See pp. 244-253

post Schiller.  
Wednesday - Mr. Vill told the story of some  
courageous football players.  
Thursday - The boys conducted a discussion on  
the lives of some heroes which they thought worth  
mentioning.  
Friday - Mr. X told the life story of Booker  
T. Washington.  
Discussion followed each of the talks.  
3rd Week Topic: "Problems that Make it Difficult for  
Me to be a Good Citizen in my Community." - Discus-  
sion.  
This week the boys were so busy with their regular  
work that they were unable to attend the sessions of the club.  
why life was difficult in their sections of the city.  
Monday through Thursday - The discussion was  
on the above topic. Details and problems dis-  
cussed all the points reported among the talks  
and speeches.  
Friday - Mr. X told about the way some boys  
he knew had handled the problems they found in  
their communities.  
4th Week Topic: "Health and Hygiene."  
This week concentrated on the problem of keeping  
healthy both in body and mind.



Monday - Dr. XII spoke to the boys on the topic "How the Body is Constructed".

Tuesday - Dr. XII continued his talk by speaking on "The Care of the Body".

Wednesday - Mr. XI talked on "Keeping Fit".

Thursday - The Roger Personality Test was filled out by the boys.

Friday - Dr. VII discussed the Roger Test with the boys, each boy using his own test as a basis of discussion.

5th Week Topic: "Movies on Success".

The boys met for one hour during this week at the Burroughs Newsboy's Foundation, where they saw a 10-minute series of movies cut from standard moving pictures. Each movie presented a number of pertinent problems. These were the movies on Character Education as developed by Dean LeSourd of Boston University.

Monday - Movie called "Alias the Doctor".

Discussion leader - Mr. XIII.

Tuesday - Movie called "Gentlemen are Born".

Discussion leader - Mr. XIV.

Wednesday - Movie called "Young America".

Discussion leader - Mr. II.

Monday - Mr. XII spoke to the boys on the

topic "How the Body is Connected".

Tuesday - Mr. XII continued his talk by

speaking on "The Care of the Body".

Wednesday - Mr. XI talked on "Keeping Fit".

Thursday - The Roger Parsonally Test was

filled out by the boys.

Friday - Dr. VII discussed the Roger Test with

the boys, each boy using his own test as a basis

of discussion.

Saturday - "Movie on Success".

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the Burroughs Newbery's Foundation, where they saw

a 10-minute series of movies and from standard mov-

ing pictures. Each movie presented a number of

pervasive problems. These were the movies on

Character: Success as developed by Dean Leonard

of Boston University.

Sunday - Movie called "Alas the Doctor".

Discussion leader - Mr. XIII.

Monday - Movie called "Gentlemen are Born".

Discussion leader - Mr. XIV.

Tuesday - Movie called "Young America".

Discussion leader - Mr. XV.



Thursday - Movie called "The Band Plays On".

Discussion leader - Mr. VI.

Friday - The boys were back at the Union on this day. The day was spent in getting the boys acquainted with the religious leaders of their own specific faiths. The leaders had been brought in and the boys were introduced to them for the purpose of making new religious contacts in their own churches.

6th Week Topic: "General Inspiration Week".

Talks during this week were intended to be of a particularly inspirational character with the purpose of concluding the experience with a show of confidence in the boys.

Monday - Mr. XV talked to the boys about making athletics a hobby.

Tuesday - No class - holiday.

Wednesday - Dr. VII talked to the boys about some experiences in his life which demanded thought and courage.

Thursday - Mr. XVI talked to the boys on what the boys might reasonably expect from their experience together and from themselves.

This briefly outlines the general schedule and

Thursday - Movie called "The Bad Boys Go".

Discussion leader - Mr. VI.

Friday - The boys were back at the Union on

this day. The day was spent in getting the boys

acquainted with the religious leaders of their

own apostolic faith. The leaders had been

brought in and the boys were introduced to them

for the purpose of making new religious contacts

in their own churches.

Sabbath Topic: "General Inspiration Book".

During this week were intended to be of a

particularly inspirational character with the pur-

pose of consolidating the experience with a show of

confidence in the boys.

Sunday - Mr. IV talked to the boys about work-

ing activities a hobby.

Tuesday - No class - Holiday.

Wednesday - Mr. VII talked to the boys about

some experiences in his life which demanded

thought and courage.

Thursday - Mr. XVI talked to the boys on what

the boys might reasonably expect from their ex-

perience together and from themselves.

This briefly outlines the general schedule and



curriculum of the experiment. All talks and discussions are recorded in a subsequent chapter, where, in more detail, the nature of this discussion period may be determined.\*

This chapter has been taken from the Observer's Report Book, which we presented all visitors and leaders to fill out. The purpose of this questionnaire was to get from observers a short, brief statement of their impressions of the group, based on the interest of the boys, their participation, general behavior, etc. Though this was primarily intended to get the observer's subjective reaction to the experiment, it was hoped that these impressions would be based on observations, rather than merely on articulations of former prejudices. A cursory reading of the impressions of various persons indicated that, in many instances, observers substantiated their impressions with actual incidents observed during their hour with the boys.

At first we debated this category in our Observer's Report Book, for, it appeared on the surface so much like the next item, which was "Specific Observations Regarding the Group". It was finally decided to include the "Impressions" for this would more distinctly

\*See p. 207

curriculum of the experiment. All trials and observations are recorded in a tabular chart, where, in more detail, the nature of this observed period may be determined.



## II

GENERAL IMPRESSION(INTEREST, PARTICIPATION, BEHAVIOR, ETC.)

This chapter has been taken from the Observer's Report Blank, which we requested all visitors and leaders to fill out. The purpose of this questionnaire was to get from observers a short, terse statement of their impressions of the group, based on the interest of the boys, their participation, general behavior, etc. Though this was primarily intended to get the observer's subjective reaction to the experiment, it was hoped that these impressions would be based on observations, rather than merely on articulations of former prejudices. A cursory reading of the impressions of various persons indicated that, in many instances, observers substantiated their impressions with actual incidents observed during their hour with the boys.

At first we debated this category in our Observer's Report Blank, for, it appeared on the surface so much like the next item, which was "Specific Observations Regarding the Group". It was finally decided to include the "Impressions" for this would more distinctly

GENERAL INTERVIEW(INTEREST, PARTICIPATION, BEHAVIOR, ETC.)

This chapter has been taken from the Observer's Report Blank, which we requested all visitors and leaders to fill out. The purpose of this questionnaire was to get from observers a short, terse statement of their impressions of the group, based on the interest of the boys, their participation, general behavior, etc. (though this was primarily intended to get the observer's subjective reaction to the experiment, it was hoped that these impressions would be based on observations, rather than merely on articulations of former prejudices. A cursory reading of the impressions of various persons indicated that, in many instances, observers substantiated their impressions with actual incidents observed during their hour with the boys.

At first we debated this category in our Observer's Report Blank, for, it appeared on the surface so much like the next item, which was "Specific Observations Regarding the Group". It was finally decided to include the "Impressions" for this would more distinctly



get the observer's total picture of the experiment, and it would also give us some gauge of the subjective reaction of those who were actually participating and observing the procedure. Too, it would give us an opportunity to judge the difference in reaction between those who came every day and those who came only once or twice.

In reading this section, therefore, one should attempt to get the reporter's total impression of the day's experience with the group. One may also observe the differences which occur between those who have commented regularly and those who have commented but once or twice.

A reports, Feb. 10 - "None of the boys seemed to object to the schedule, in fact there was considerable enthusiasm concerning the whole thing. General behavior was good. No problems of discipline. All boys took part willingly. No dirty talk."

B reports, Feb. 11 - "Interest and participation fair. Behavior normal."

A reports, Feb. 11 - "Interest seemed to continue. Work on the leather seemed fair. Some were restless during the speech."

A reports, Feb. 12 - "It is evident that the boys are

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B reporter, Feb. 11 - "Interest and participation fair. Behavior normal."

A reporter, Feb. 11 - "Interest seemed to continue. Work on the lesson seemed fair. Some were restless during the speech."

A reporter, Feb. 12 - "It is evident that the boys are



talking about and taking great interest in the experiment. There was considerable singing today in the locker room, also in going from the gym to the classroom. Behavior is about as normal as you find in any group. One of the spectators today said, 'You would never know these boys were delinquents; they are so regular.'

C reports, Feb. 12 - "Most boys responsive. Two of them, David and the colored boy, put in very little effort and seemed somewhat dazed as though instructions 'Up, Down' were too fast for them. None sullen or bored. Majority really worked. During shower period boys hustled out of clothes, had their showers and were back into clothes in a remarkably short time. During talk by Mr. IV boys were attentive and seemed interested and clapped when he was through, as though they meant it."

D reports, Feb. 12 - "Boys appeared more enthusiastic and happy in the performance of gymnastic drill, more gentlemanly in their deportment and more attentive during the conference period."

E reports, Feb. 13 - "The boys are interested and are following instructions eagerly."

D reports, Feb. 13 - "With reference to behavior the

talking about and taking great interest in the experiment. There was considerable sitting today in the locker room, also in going from the gym to the classroom. Behavior is about as normal as you find in any group. One of the experimenters today said, 'You would never know these boys were delinquents; they are as regular.'  
G report, Feb. 12 - "None boys responsive. Two of them, David and the colored boy, are in very little effort and seemed somewhat dazed as though instructions 'Up, Down' were too fast for them. Some smiles or bored. Majority really worked. During shower period boys emptied out of clothes, had their showers and were back into clothes in a remarkably short time. During talk by Mr. IV boys were attentive and seemed interested and pleased when he was through, as though they meant it."  
D report, Feb. 12 - "Boys appeared more enthusiastic and happy in the performance of gymnastic drill, more gentlemanly in their deportment and more attentive during the conference period."  
F report, Feb. 12 - "The boys are interested and are following instructions eagerly."  
G report, Feb. 12 - "With reference to behavior the



group is manifesting continual and impressive improvement in general deportment. The group appears more concerned and zealous with respect to their appearance and attitude toward each other and to men in charge of the group."

F reports, Feb. 13 - "Interest of entire group was apparent. They seemed to be quite willing to attempt exercises. Some on failing, without urging, tried again. Behavior fine, no need for discipline. Although some of group poor in accomplishment, all seemed to try."

A reports, Feb. 13 - "Interest maintaining itself. The boys gathered in the library long before the class began, and read quietly. They often drop up to the office to ask questions or talk."

A reports, Feb. 14 - "The boys were in the gym ten minutes early. They were in their suits and working on different types of apparatus. Mr. XV noted this as an increase of interest."

D reports, Feb. 14 - "The boys are rapidly adjusting themselves to this environment, and they are manifesting much more interest and appreciation of the gymnastic and lecture program."

B reports, Feb. 14 - "Attendance remarkable, - heavy

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nastic and lecture program."

B report, Feb. 14 - "Attendance remarkable - heavy



snowstorm. Interest and participation are fair, and apparently increasing. Behavior fair."

J reports, Feb. 14 - "More coordination. Interest still keen. All participate willingly in all the stunts. Very attentive at lectures. They are friendly with one another."

D reports, Feb. 17 - "The boys appear to be progressing splendidly, indicating that they are participating more enthusiastically in the gym and lecture class."

J reports, Feb. 17 - "Interest keen. Behavior very good. All entered into the spirit of the thing."

A reports, Feb. 17 - "There seems to be some lag in interest indicated by a discussion in the locker room regarding a change in the hour of the class. Several wanted it in the morning this week as 'this junk' spoiled the whole day. The discipline of regular attendance is beginning to show. The fact that there is no school in Boston this week also tends to make regular attendance a form of discipline. One boy, when told we were to have a speaker again, said, 'Way I feel, do I have to listen to him?' Entered into program of day well, however."

A reports, Feb. 18 - "Had the impression the boys were letting down a bit. Although they were there ten

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 I feel, do I have to listen to him?' Enjoyed into  
 program of day well, however."  
 A reports, Feb. 18 - "Read the discussion the boys were  
 letting down a bit. Although they were there for



minutes early and the gym class began that much early, boys were not thoroughly enthusiastic. During talk they appeared listless and not very responsive."

D reports, Feb. 18 - "The boys are showing a continual interest and a gradual improvement in their routine."

A reports, Feb. 19 - "The boys were full of life and interest again today. They do not seem to be inhibited. They seem remarkably free in their action and speech. They talk freely to the adults present."

A reports, Feb. 20 - "Interest in the discussion was such that we stayed six minutes overtime. Practically every boy except one entered the discussion. All seemed interested in expressing themselves, in having a place where their opinions were respected."

D reports, Feb. 20 - "The boys seem to be improving steadily in their deportment, their punctuality and general conduct towards each other and to men in charge."

G reports, Feb. 21 - "The observer was particularly impressed with the informality of the school and the general attitude of the boys. They seemed to be relaxed and enjoying the things they were doing. It was not formal training but fun. The observer feels that the daily gymnasium exercises and the shower af-

minutes early and the gym class began that much earlier.  
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G reports, Feb. 15 - "The boys are showing a continued  
interest and a gradual improvement in their routine."

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was not formal, relaxing but fun. The observer feels  
that the daily gymnastic exercises and the shower at-



terwards is invaluable both as to physical development of the boys, and as good habit training in cleanliness and clean living."

A reports, Feb. 21 - "No apparent change in interest.

Boys particularly responsive to Mr. IX's talk."

H reports, Feb. 21 - "Group as whole appeared interested in exercises. Effort very good."

C reports, Feb. 24 - "Boys are interested in the calisthenics, most of them trying to get as much as possible out of it. A couple of them were poorly coordinated although they were trying. They went 'right' instead of 'left', and vice versa."

A reports, Feb. 24 - "Much life and pep today. Exercise participated in very well. Discussion was lively and better than expected. All participated except one boy."

A reports, Feb. 25 - "A number of the boys have suggested basketball instead of regular exercises. This may be to divert attention away from the exercise, which is more or less a real discipline."

A reports, Feb. 26 - "I have the impression that certain boys are getting very much out of the experience, while others simply are 'serving their time'. Philip, Jerry, and Adam are certainly cooperating and enjoying

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of the boys, and as good habit training in cleanliness  
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A reporter, Feb. 24 - "I have the impression that cer-

tain boys are getting very much out of the experience,

while others simply are 'serving their time'. Philip,

Jerry, and Alan are certainly cooperating and enjoying



the experience. The rest are indifferent in the main or at least passive. Philip and Arthur in office early today; seem to like to come and talk. Richard says that gym work is good for you. One day his muscles were stiff, but, after he had been in the gym a while, this stiffness vanished."

A reports, Feb. 27 - "I have a general impression that the boys have made singular advances in interest, direct participation, and willingness to cooperate. Spectators who watch the boys, also Mr. XI, Mr. XV - all comment on the improvement."

A reports, Feb. 28 - "There is a very even interest among the boys. Today the exercises were not entirely easy to follow and considerably tiring, but the boys showed no let-down in enthusiasm or participation."

A reports, Mar. 2 - "There is no change in general attitude of the boys. One or two maintain their indifference but the main group continue to do their work with enthusiasm. Attention was at its best when Mr. XI talked. The boys were literally on the edge of their seats."

A reports, Mar. 3 - "The boys took great interest in the games. They pleaded so emphatically to be allowed

the experience. The test are indicated in the main or at least passive. Philip and Arthur in office early today; seem to like to come and talk. Richard says that gym work is good for you. One day his muscles were stiff, but, after he had been in the gym a while, this stiffness vanished."

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A reporter, Feb. 28 - "There is a very even interest among the boys. Today the exercises were not entirely easy to follow and considerably tiring, but the boys showed no let-down in enthusiasm or participation."

A reporter, Mar. 2 - "There is no change in general attitude of the boys. One or two maintain their indifference but the main group continues to do their work with enthusiasm. Attention was at its best when Mr. H. talked. The boys were literally on the edge of their seats."

A reporter, Mar. 3 - "The boys took great interest in the games. They pleaded so enthusiastically to be allowed



to continue that they played one game after the time was up. The boys listened rather indifferently to the speaker when he first began, but became increasingly attentive as the talk progressed."

A reports, Mar. 4 - "In spite of the fact that the boys have been coming now for nearly four weeks, there is no perceptible change in the interest and attitude. In fact, my impression is that the boys are looking forward increasingly to the evening in the gym with the discussion that follows."

F reports, Mar. 4 - "All the group interested and behaved very well today. Gym class was very good, and continues to improve. Noticed that the more poorly trained ones are trying harder, which is probably due to the good work shown by other members of the group. Would say that all are working to the best of their ability."

A reports, Mar. 5 - "There was real enthusiasm for a number of the exercises today. There was some pleading to do just one or two more exercises. General behavior was about as good today as we have had."

F reports, Mar. 5 - "All the class were trying hard although some found difficulty in performing exercises. They did not seem at all pleased, and kept trying again

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was up. The boys listened rather indifferently to  
the speaker when he first began, but became increas-  
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although some found difficulty in performing exercises.  
They did not seem at all pleased, and kept trying again



to accomplish a particular task. They were well-behaved and orderly, and participated as a group with zest, and seemed to be getting a great deal of enjoyment out of the class."

A reports, Mar. 6 - "The boys showed up fairly well in the exercises but were very restless during the talk."

F reports, Mar. 6 - "With the exception of Wendel, all boys worked hard, and seemed to be interested in the new exercises given today. According to instructor these were very difficult. He felt class did exceptionally well for the first time. Wendel needs to understand that the task is given to him, and that he can't question why."

A reports, Mar. 9 - "The boys enjoyed the novelty of being in the new quarters. They were orderly at all times, took part in the discussion, and never raised any problems of discipline. During the showing of the movie, the attention was good. There was no silly laughing or talking."

A reports, Mar. 10 - "The boys were at their best today. There was a maximum of participation and a minimum of horse-play. There were a number of adults in the group today which might have made the boys reluctant to talk, but this was not the case; the boys

to accomplish a particular task. They were well-behaved and orderly, and participated in a group with ease, and seemed to be getting a great deal of enjoyment out of the class.

A reporter, Mar. 8 - "The boys showed up fairly well in the exercises but were very restless during the talk." Y reporter, Mar. 8 - "With the exception of Wanda, all boys worked hard, and seemed to be interested in the new exercises given today. According to instructor there were very little. He felt class did exceptional well for the first time. Wanda needs to understand that the task is given to him, and that he can't question my."

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talked freely and sincerely."

B reports, Mar. 10 - "Active participation. Fair attempt to cooperate. Sincere effort to understand and to follow out the suggestions of the leader."

A reports, Mar. 11 - "The boys continued their cooperation and sincerity in discussion. The general level of insight and willingness to contribute was equal to that of the previous day."

A reports, Mar. 12 - "There was no deviation in the interest and participation of the boys in the discussion today. Though this was the fourth day of discussion there was an equal amount of enthusiasm for this kind of expression."

I reports, Mar. 12 - "A little hesitant in participating at first, but more spontaneous towards the end."

A reports, Mar. 13 - "There certainly was genuine appreciation on the part of the boys for their return to the gym. Before class began boys were standing around in the locker room flexing their arms and seeing the 'apples' they could produce on their arms.

'We got tired of the other schedule,' one boy said, 'we like this.' - referring to the exercise."

A reports, Mar. 16 - "Boys seem to have let down their enthusiasm today somewhat. There was not as much life

talked freely and sincerely."

Report, Mar. 10 - "Active participation. Boys at-  
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around in the locker room flexing their arms and see-  
ing the 'apple' they could produce on their own."  
"We got tired of the other fellows," one boy said.  
"We like this!" - referring to the exercises."

Report, Mar. 15 - "Boys seem to have let down their  
enthusiasm today somewhat. There was not as much life



and vigor in the movements during exercising, although attention was excellent during Mr. XV's talk. Several of the boys had to be rounded up from other sections of the gym before the class could start."

J reports, Mar. 18 - "Continued interest, good behavior, active participation, respectful attitude towards the speaker."

J reports, Mar. 19 - "Enthusiastic response to instructor in gym. Fair play of group. Attention of boys to instructor good."

I reports, Mar. 19 - "General improvement in attention to instructions."

A reports, Mar. 19 - "The boys seem very reluctant to come to the end of their experience with us. They talk about it constantly in the locker room. Their enthusiasm in the games is bold testimony that they wish to make the most out of their remaining time. They remained for ten minutes after the speaker had concluded his talk to watch him draw a picture of a church as an architect would first sketch it."

A reports, Mar. 20 - "It certainly was evident today that the boys were reluctant to wind up their experience with us. Several of the boys came two hours early in order, as they say, 'to get as much out of

and vigor in the movements during exercising, although  
attention was excellent during Mr. W's talk. Several  
of the boys had to be rounded up from other sessions  
of the gym before the class could start."

A reporter, Mar. 18 - "Continued interest, good behavior  
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A reporter, Mar. 20 - "It certainly was evident today  
that the boys were reluctant to end up their exer-  
cise with us. Several of the boys came two hours  
early in order, as they say, 'to get us back out of



the day as I can'. There was no problem in getting participation. Every boy was on time and ready to go long before the class started."

The reader must draw his own conclusions from the above statements. Some things do stand out, however, and may be reasonably commented upon:

1. There is surprising agreement among all those who have given their impressions of the group. This is particularly interesting when we consider that many of the observers were not originally impressed with the plan of the experiment and came to observe with the distinct purpose of being critical.
2. Practically all of the observers felt a sense of progression and development in the group. To be sure, there were impressions that felt the "let-down" which any group experiences at times, but certainly the main trend of the comments bring out the increase in the integration, unity, and responsiveness of the boys.

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### III

#### SPECIFIC OBSERVATIONS REGARDING THE GROUP

The main body of this chapter was taken from the Observer's Report Blank. There is no other place in this report which gives a general history of the group, and therefore, several pages from the Director's diary are included in the first part of this chapter so that the report may give some impression of the first meetings of the group.

The question, "Specific observations regarding the group", was inserted into the Observer's Report Blank for in this investigation the group itself, its integration, its impact, its formation, etc., were of supreme interest to us. It has been stated before that the group we considered as a certain testing ground to study a boy's capacity for group experience, and as a practice field for a boy to learn group responsibilities and obligations which might be carried out in his other group experiences. We looked upon delinquency as an expression of group maladjustment, and therefore, we were placing each boy in a group for study and practice in group living. We were intensely interested in the group that we were using for this ex-

# III

## EXPERIMENTAL OBSERVATIONS REGARDING THE GROUP

The main body of this chapter was taken from the Observer's Report Blank. There is no other place in this report which gives a general history of the group, and therefore, several pages from the Director's diary are included in the first part of this chapter so that the report may give some impression of the first meetings of the group.

The question, "What is the group?" was inserted into the Observer's Report Blank for in this investigation the group itself, the investigation, its history, its formation, etc., were of supreme interest to us. It has been stated before that the group we considered as a certain feeling ground to study a boy's capacity for group experience, and as a specific field for a boy to learn group responsibility and obligations which might be expected out in his other group-experiences. We looked upon delinquency as an expression of group maladjustment, and therefore, we were placed each boy in a group for study and practice in group living. We were intensely interested in the group that we were asked for this ex-



periment for the following reasons:

1. Was the group formed by boys who had violated group rules distinctly different from other groups?
2. Could such a group be used as a practice field for group living?
3. Would there possibly be a carry-over from this group to the other groups which the boys are part of?
4. Would the group itself have disciplinary qualities which mere private conversation and individual work would not have?

These and other questions we asked as we progressed in our investigation. The "Specific observations regarding the group" which we inserted into our Observer's Report Blank was intended to get the observers' help in answering these questions. We believed that if they recorded, not merely impressions, but actual incidents and experiences which could be observed, we would have at our disposal a certain body of information which might throw light on the distinctly group problem of our investigation.

This chapter presents an interesting picture of the problem involved in reporting group work. Some of the reporters tried to analyze the group as they

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 1. Has the group formed by boys who had violated  
 group rules distinctly different from other groups?  
 2. Could such a group be used as a research field  
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 3. Would there possibly be a carry-over from this  
 group to the other groups which the boys are part  
 of?  
 4. Would the group itself have distinctive results  
 other than those which might be expected from individual  
 work?  
 These and other questions we asked as we pre-  
 pared for our investigation. The specific ques-  
 tions regarding the group which we intended to ask our  
 Observer's Report which was intended to give the ob-  
 server's help in answering these questions. We de-  
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 but actual incidents and experiences which could be  
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went; others merely gave incidents for others to interpret. It is of importance to note the various reactions to the question. As we started out with no absolute formula regarding the section - that is, we did not coach the observers in exactly what we wanted - we feel the different responses may cast some light on what may ultimately become an adequate way of reporting group experimentation. The question was worded in such a way that no one item would suggest itself to the observer as the accepted fact or feature upon which to report. Therefore, we study this chapter for clues for future recording. If we learn what are the essential facts upon which to report, we can subsequently school those who are to report this type of work. Because of this, we consider this one of the major problems of our investigation and one of the important results to interpret in any future experimentation to be done in this field.

We shall, therefore, now look into several pages of the Director's Diary and thereafter see actual statements made by observers in answer to a question placed on their Report Blanks.

A reports, Feb. 1 - "Mr. J called all the boys together at the Court at 12 o'clock. All boys were present be-

went; others merely gave incidents for others to interpret. It is of importance to note the various reasons for the question. As we started out with no absolute formula regarding the section - that is, we did not coach the observers in exactly what we wanted - we feel the different responses may cast some light on what may ultimately become an adequate way of reporting group experimentation. The question was voiced in such a way that no one would suggest itself to the observer as the accepted fact or facts upon which to report. Therefore, we study this chapter for ideas for future recording. If we learn what was the essential facts upon which to report, we can subsequently school those who are to report this type of work. Because of this, we consider this one of the major problems of our investigation and one of the important subjects to interpret in any future experimentation to be done in this field.

We shall, therefore, now look into several phases of the Director's diary and thereafter see actual statements made by observers in answer to a question placed on their Report Blank.

A report, Feb. 1 - "Mr. J called all the boys together at the Court at 12 o'clock. All boys were present but



fore the appointed time. Mr. I called them into the Court Room and spoke to them along this line:

'The Court is beginning a new experiment and you are to be a part of it. The Court is interested in the boys who come to it and we are always trying to find new ways of helping those who get into difficulty.

Sometimes a boy comes here and we find that he does not have the proper idea of his place in society. During the next weeks we are going to attempt, by means of personal education and inspiration, to help you boys make the most you can out of life, and find your rightful place in society.'

Then the boys were taken into Mr.C's room to make arrangements for a physical examination. The Director explained that, before the school opened, there was to be a physical examination for each boy, to test the heart, lungs, etc., to determine if each boy was capable of doing exercises, and another examination to determine what each boy's capabilities were. These were to be given the next week. Boys were given a choice of time for their physical examination, either Monday afternoon or evening.

Boys seemed rather interested in the experiment. There was some discussion about the second

101.

For the appointed time. Mr. I called them into the Court Room and spoke to them along this line:

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Then the boys were taken into Mr. E's room to make arrangements for a physical examination. The Director explained that, before the school opened, there was to be a physical examination for each boy, to test the heart, lungs, etc., to determine if each boy was capable of being educated, and another examination to determine what each boy's capabilities were. These were to be given the next week. Boys were given a choice of time for their physical examination, either Monday afternoon or evening.

Boys seemed rather interested in the experiment. There was some discussion about the second



examination. It was explained that the class in every part was designed to look on the boy as a healthy, normal individual. In order to help each boy find out the things he could do the best, this second examination was to be given. This seemed to satisfy them.

All boys seemed pleased with the arrangements except Fred; he was working and didn't know how the whole plan would fit into his program. Director explained gently but firmly to him that it would be necessary for him to find some way to fit his program into that of the School.

Mr. J pleaded for the boys' cooperation in the venture. He stated that the whole thing was being done for them. It only meant more work and detail for the Court; the boys should realize the effort being expended in their behalf.

The boys, for the most part, were a normal looking group. They were dressed in fairly good clothes, and seemed to be clean. Fred is evidently going to be somewhat of a problem; he appears self-centered and not overly cooperative."

A reports, Feb. 4 - "Something evidently had to be done with so many failures to keep appointments for the examinations. Mr. A called Mr. J and suggested

examination. It was explained that the class in every part was designed to look on the boy as a healthy, normal individual. In order to help each boy find out the things he could do the best, this second examination was to be given. This seemed to satisfy them. All boys seemed pleased with the arrangements except Fred; he was working and didn't know how the whole plan would fit into his program. Director explained gently but firmly to him that it would be necessary for him to find some way to fit his program in to that of the School.

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The boys, for the most part, were a normal looking group. They were dressed in fairly good clothes, and seemed to be clean. Fred is evidently going to be somewhat of a problem; he appears self-centered and not overly cooperative.

A reporter, Feb. 4 - "Something evidently had to be done with as many failures as keep appointments for the examinations. So, I called Mr. J. and suggested



that the seven boys who had broken their appointments be sent telegrams instructing them to be at 48 Boylston Street at four o'clock. This is an example of the telegram sent out:

PETER C----- look some time to get under way. It was

189 S----- ST. SOUTH BSN were in the gym

REPORT TO MR. A FORTY EIGHT BOYLSTON STREET TODAY FOUR PM. This first meeting. The gym class functioned

J CHIEF PROBATION OFFICER BOSTON JUVENILE COURT

ing Mr. The results on this telegram were 100%. Every boy appeared and all were on time. Gave Dearborn group test until Doctor arrived. Then examinations began. One of staff from Union aided Doctor.

We gathered all boys together outside of the examination room and made certain that each boy understood that the school started on the next Monday, and that they should be there before four o'clock in order to be ready to start on time. are obviously enjoying

Boys were not boisterous or noisy. Boys were not running around the building although several doors were open."

A reports, Feb. 10 - "Boys had been asked to appear at the place of meeting a few minutes before four o'clock.

that the seven boys who had broken their appointments  
be sent telegrams insisting them to be at the hospital  
at four o'clock. This is an example of the  
telegram sent to:  
PETER C.-----  
188 S.----- ST. SOUTH NEW  
REPORT TO MR. A POINT RIGHT SYSTEM STUDY TODAY WITH  
THE  
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that they should be there before four o'clock in order  
to be ready to start on time.  
Boys were not bothered or noisy. Boys were  
not running around the building although several doors  
were open.  
A reporter, Feb. 10 - Boys had been asked to appear at  
the place of meeting a few minutes before four o'clock.



All the boys appeared on time except Fred, who did not appear at all.

Boys were brought up to the office, and outfitted with tennis shoes, socks, athletic support, and gym pants. It took some time to get under way. It was 4:40 by the time the boys were in the gym.

There was a surprising amount of group spirit in this first meeting. The gym class functioned fairly well. Entrance and exit to locker rooms and to the fireplace room were accomplished as a unit. During Mr. I's talk the group was attentive."

A reports, Feb. 11 - "The group seems to be forming rapidly. The whole period went off with more dispatch than on the previous day. When the boys dropped out of the class during gym period to be measured, group spirit lagged. Perhaps this kind of exercise in itself is not too conducive to group spirit as it may be too individual."

B reports, Feb. 11 - "The boys are obviously enjoying gym. The class session is apparently considered peripheral."

A reports, Feb. 12 - "The boys made good time in getting into their clothes. They went into the gym at 4:05. The group appeared on time and got into their

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B reporter, Feb. 11 - "The boys are obviously enjoying  
gym. The class session is apparently considerably bet-  
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ting into their clothes. They went into the gym at  
4:00.



All except two of the boys were given woolen jerseys by the Boston Y.M.C.U. The two without will receive theirs tomorrow.

The boys applauded at the end of Mr. IV's talk. At its conclusion several of the boys were noticed to say, 'That was a good talk, the best yet.' It seemed to interest the boys greatly, and they seemed to have taken it seriously."

K reports, Feb. 12 - "I don't believe that these boys could be in a place where they would feel the stigma of delinquency less. Here they are mingling with the other gym members, doing the same work as they are, with all the freedom that regular members are allowed.

I think it important that we have more members in the class. I think that another colored boy would be an asset to the group; it would help Arthur to feel more at home."

A reports, Feb. 12 - "There are some heterogeneous factors which prevent this group from becoming a closely knit unit. David has a hard time following the instructor. Fred ducks out of the exercise whenever he can. This is apparent in the gym only, for in the classroom these two enter in as much as the rest.

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...classroom these two enter in as much as the rest.  
...The group appeared on time and got into their



gym clothes rapidly. There was some concern over the late exit on the previous day. All were interested in a question one boy asked, 'We won't get out today at quarter of six, will we?'"

C reports, Feb. 12 - "None were sullen or bored at the gym period today. During shower period boys hustled out of their clothes, had their showers, and back into clothes in a remarkably short time.

During talk by Mr. IV the boys were attentive and seemed interested. They clapped when he was through as though they meant it. It was apparent that they wished him to go more into detail about the 'Dillinger Case', which he touched on lightly. The talk was straightforward and simple. The moral was somewhat pointed - 'it does not pay to fight the law'. One of the boys at the class remarked to another, 'That was a good talk'."

D reports, Feb. 12 - "Group is steadily and thoroughly acquiring a keener appreciation of these activities, indicated by their reactions and disposition at present. Group is manifesting a finer mutual regard for each other, as well as a friendly spirit. They impress observer by their individual and interested attention to instructor and speakers."

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A reports, Feb. 13 - "The main development today was the informal discussion which came up when the speaker did not appear. It is not often that boys who have been together for such a short time enter so heartily into an activity of this type. Even at the first of the discussion boys offered suggestions and seemed eager to contribute to the thought of the class.

The Director took charge of the discussion. He suggested that they write their own speech and by all contributing bring in the same kind of material that the regular speaker would dwell upon. This seemed to please them. At the end of the discussion, Mr. A said he would try to have a copy of the speech which the boys made, at the next session, and read it at that time.

All the boys were present and on time. They seemed to be anxious to get into the gym and reluctant to leave. Getting out of locker room and into the gym was done with more dispatch and enthusiasm. While dressing and taking showers the boys talked enthusiastically of their activities as members of the group."

F reports, Feb. 13 - "The group was not homogenous and yet seemed to get along without any of the anticipated troubles expected when a delinquent group is gathered

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in one place."

D reports, Feb. 13 - "With reference to behavior the group is manifesting continual impressive improvement in general deportment and in particular, the group appears more concerned and zealous with respect to their appearance and attitude toward each other and to men in charge of the group."

E reports, Feb. 13 - "Paid strict attention to the exercises. No fooling or talk."

J reports, Feb. 14 - "Continuance of interest. Fine healthy looking group of boys. Appear in fine physical condition for most part. No grumbling. Sort of friendly rivalry growing up. The boys comment on what they did as against what the other one did."

B reports, Feb. 14 - "Present members of the Boston Y.M.C.U. mixing with group during some of the exercises. No specific response, but seemingly well received. (Such mixing should be fostered whenever it occurs.)

During exercises with musical accompaniment group manifested poor ability to coordinate exercises and music (tact, tempo)."

A reports, Feb. 14 - "Although a stormy day there were only two absent. Several of our visitors spoke of this as very encouraging."

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E reports, Feb. 13 - "Felt slight attention to the exercises. No feeling of task."

J reports, Feb. 14 - "Continuance of interest. The healthy looking group of boys. Appear in the physical condition for most part. No swimming. Sort of friendly rivalry growing up. The boys comment on what they did as against what the other one did."

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Conduct in locker room orderly but there is marked evidence of the growing acquaintance between the various members of the group. There is more talking and kidding in the locker room.

Mr. O and Dr. B both commented that they liked the fact that other members of the Union came into the boys' gym class. Because of this boys do not feel isolated or segregated. This procedure also eliminated the complaint voiced by Richard that the spectators knew the boys were delinquents.

Mr. V remarked at the conclusion of his talk that 'this group looks better than the average group that comes into the Y.M.C.A. to form a voluntary club.'

Before the talk by Mr. V, Mr. A read the substance of the discussion of the day before. He read it as a speech made and developed by the boys in their corporate group effort of discussion. The boys were more than interested during the reading.

Even though today was very snowy and no schools were open in Boston, nine of the twelve boys appeared.

The group shows signs of getting acquainted. More talk of kidding type in the locker room. It will be interesting to see if the boys get 'fresh' with each other in the next few days."

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D reports, Feb. 14 - "The boys are rapidly adjusting themselves to this environment and they are manifesting more interest and appreciation of this gym and lecture program.

With respect to deportment, the boys appear to be a well-disciplined group, strictly observing the rules of attendance, behavior and participation.

Boys seem to exercise good judgment in the handling of gym equipment. They are careful in the use of other facilities also."

A reports, Feb. 17 - "Mr. J sent out special delivery letters for the boys who did not show up in class today. He asked them to appear in Court at 12 noon tomorrow. The Director is not having anything to do with the matter of getting boys to attend. The Probation Officer and the Judge are attending to this matter. If a boy does not appear the day when summoned, and the conditions of his absence are not explained, he is immediately brought into Court and given the choice of attending class or being sent to Shirley."

J reports, Feb. 17 - "Very attentive to the speaker today."

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I reporter, Feb. 17 - "Very attentive to the speaker today."

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ment and better coordination in their callisthenic routine, and there is reason to believe that they are more impressed day after day by the talk and special words of advice given by the various speakers.

The boys appear to be progressing splendidly, indicating that they are participating more enthusiastically in the gym and lecture class."

D reports, Feb. 18 - "The boys as a whole are much more punctual in reporting at the reading room and they are much more prompt in leaving locker room for gym. They seem to be getting out of their gym work something that is of real profit to them."

A reports, Feb. 18 - "Had the impression the boys were letting down a bit. Although they were ten minutes early and the gym class began that much early, the boys were not thoroughly enthusiastic. During Dr. VII's talk they appeared listless and not very responsive."

Boys seem gracious to each other. If one of the group is clumsy and misses a particular exercise, there is an unusually small amount of ridicule. The spirit seems helpful."

B reports, Feb. 18 - "Group apparently better integrated than in the beginning. No ridiculing of boy who fails; encouragement rather is what he receives."

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B reporter, Feb. 18 - "Group apparently better interested than in the beginning. No ridiculing of boy who falls; encouragement rather is what is needed."



No apparent signs of formation of cliques.

No apparent signs of leadership (resp. dominance and submission). Some boys exceptionally attentive and active, apparently eager to prove and to improve their athletic ability.

No specific response in class session. Attentive and well behaving. They are also very passive."

J reports, Feb. 19 - "Friendly spirit among group."

A reports, Feb. 19 - "Today I discovered we had only six car tickets. Decided to use this as a test of selfishness. Told boys we had only six tickets and wanted to know if some of them would be willing to walk home in the interest of the boys who live far from the building.

Mat and Wendel immediately raised their hands. Then we asked who lived out the farthest in order to give the tickets to those who needed them the most. There was no scramble for tickets. When the tickets were gone, there were several who lived at a distance who did not get transportation. There was no grumbling. All accepted the situation without complaint.

After the talk today the boys immediately began firing questions at the speaker:

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'What position in football did you play?'-Mat

'Who played in the game?' (See story)\*-Richard

'Who won?'

Had to tell boys Mr. VIII had to get away in order to let speaker leave for another appointment.

The group is orderly to an astonishing degree. It had to wait for ten minutes to get on the gym floor. This wait took place in the clubroom adjacent to the gym. Noise and activity was not unreasonable in the room during this wait.

The fact of imitation was demonstrated today. In the running exercise one boy cut out of line and went ahead on a curve. Immediately there was a succession of cutting out of line and getting ahead on curves. Perhaps a competitive spirit accounted for this as well as imitation."

D reports, Feb. 19 - "The group is responding much more quickly to the instructions of the gym teacher, and they move with greater alacrity and naturalness. During the discussion, the group showed much enthusiasm. I think their information on certain topics was abundant and accurate."

A reports, Feb. 20 - "The schedule began on time today

\*See p. 236

'What position in football did you play? - That  
'who played in the game? (See story) - - - - -  
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This wait took place in the afternoon adjacent to the  
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room during this wait.

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more quickly to the instructions of the gym teacher,  
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During the discussion, the group showed much interest  
and I think their information on certain points was  
abundant and accurate."

A reports, Feb. 20 - "The schedule began on this today



and was run off about on time. Boys came to the office early to see if some one could not get them their gym clothes so they might get out on the gym floor.

The discussion was lively. Everybody wanted to talk. It was with some difficulty at times that order could be maintained because of the desire on the part of many to talk, not to their neighbors, but on the topic and to the group.

It is to be noted concerning the discussion that the boys are beginning to pick out the character qualities which the speakers and discussion leaders have emphasized."

A reports, Feb. 20 - "There is a very definite element of mutual helpfulness growing up in the group. When David made a good jump today, the boys all clapped spontaneously.

The discussion period was carried out as a group. The boys have not yet learned the discipline of smooth discussion work, but this perhaps will come.

There seems to be some disdain for individuals like Fred and Hartman who 'ducked out' of the exercises."

A reports, Feb. 21 - "I think it is of major importance that the leaders of this group should not stand

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als like Fred and Herman who 'checked out' of the ex-  
ercises."

A reporter, Feb. 21 - "I think it is of major impor-  
tance that the leaders of this group should not stand



around and observe, but get into a gym suit and take part in the exercise.

Increasingly it becomes evident that the spectators do not contribute anything to the group; in fact, they make an artificial gallery for the group to which the boys feel they must play up.

Mr. IX's talk was direct and very much enjoyed by the group. He was spontaneously applauded after his talk.

Before Mr. IX spoke, Mr. A pointed out to the boys that they had acted unselfishly two days before when only six car tickets had been available. He told them how several had volunteered to walk that day, and others who lived closer than some of their friends waited back until the ones who lived out the farthest were taken care of. He stated that the boys ought to know that the leaders had observed their unselfish behavior and that it was commendable."

A reports, Feb. 21 - "It appears that the drill exercises can be used in the making of a group spirit. It seems that unity of movement, etc., are unifying factors. At first, I believed, it was necessary to run group games in order to get this.

Being with the boys in their exercises is an

around and observe, but get into a gym suit and take part in the exercises.

Interestingly it becomes evident that the spectators do not contribute anything to the group in fact, they make an artificial barrier for the group so which the boys feel they must play up.

Mr. IX's talk was direct and very much enjoyed by the group. He was spontaneously applauded after his talk.

Before Mr. IX spoke, Mr. A pointed out to the boys that they had acted unacceptably two days before when only six new students had been available. He told them how several had volunteered to walk that day, and others who lived closer than some of their friends waited back until the ones who lived out the furthest were taken care of. He stated that the boys ought to know that the teachers had observed their selfish behavior and that it was unacceptable.

A reporter, Web. XI - "It appears that the girls' class can be used in the making of a group again. It seems that unity of movement, etc., are nothing too far. At first, I believed, it was necessary to run group games in order to get this.

Being with the boys in their exercises is an



excellent way of creating atmosphere. Rather than prodding the boys into their gym suits, I get into mine quickly and get on the floor. When class is over I quickly get to my shower and get dressed. I am not prodding the boys, but setting their pace."

A reports, Feb. 24 - "The boys were very noisy and full of pep. There was much loud talking, singing, shoving, etc. Frank and Arthur seemed to be the instigators of this trend, for when they started 'whooping it up', the other boys followed."

C reports, Feb. 24 - "Boys were interested in the calisthenics, most of them trying to get as much as possible out of it. A couple of boys were pathetic in that, although they were trying, they were 'right' instead of 'left', and vice versa. Even then, however, when it came to running in place, - something that they could do - they showed spirit and enthusiasm and tried to get their knees up as high as possible."

A reports When the discussion began, the boys' attitude was at first leery, but the discussion leader held them to the point, and they became so interested that they all talked or tried to talk at once."

Woleports, Feb. 24 - "The fact that only Mr. C and I were there today gave the boys a chance to act with

excellent way of creating atmosphere. Master then  
prodding the boys into their gym suits, I got into mine  
quickly and got on the floor. When class is over I  
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prodding the boys, but setting their pace.

A reporter, Feb. 24 - "The boys were very noisy and full  
of pep. There was much loud talking, singing, show-  
ing, etc. Frank and Arthur seemed to be the instiga-  
tors of this trend, for when they started jumping in  
up, the other boys followed."

A reporter, Feb. 24 - "Boys were interested in the tal-  
ent show, most of them trying to get as much as pos-  
sible out of it. A couple of boys were restless in  
that, although they were trying, they were 'light' in-  
stead of 'heavy', and also worse. Even then, however,  
when it came to running in place, - something that they  
could do - they showed spirit and enthusiasm and tried  
to get their knees up as high as possible."

When the discussion began, the boys' attitude  
was at first lively, but the discussion leader held them  
to the point, and they became so interested that they  
all talked or tried to talk at once."

Wolfeboro, Feb. 24 - "The fact that only Mr. C and I  
were there today gave the boys a chance to get with



fewer inhibitions. The true nature of many of the boys expressed itself for the first time. They were less cautious about loud talk, loud singing, etc. It certainly is necessary for the analysis of the group to have times like this when the true nature of the boys expresses itself.

Considerable discussion in the locker room today centered around a theatre hold-up which the papers had publicized a great deal. They talked especially about where the men were, and who was in on the cut.

A pair of tennis shoes, socks, and athletic support were missing from Adam's locker today. Think some one outside the group must have taken them, for boys are very closely supervised. A game had been removed from the social room next to the gym also. Do not think any of the boys responsible for this, for do not see how anyone could have carried a big board out of the building without some one noticing it."

A reports, Feb. 25 - "Schedule again started late. Boys not all ready to go into gym on time today. The rigidity of discipline of being somewhere on time every day is telling on some of the boys.

Mr. P handled a situation very well today. During one of the jumping exercises the boys all

lower inhibitions. The true nature of many of the boys expressed itself for the first time. They were less cautious about their own feelings, etc. It is certainly necessary for the analysis of the group to have times like this when the true nature of the boys expresses itself.

Considerable discussion in the locker room today centered around a theatre hold-up which the papers had publicized a great deal. They talked especially about where the men were, and who was in on the act.

A pair of female shoes, socks, and a tie which support were missing from Adam's locker today. Which some one outside the group must have taken them. The boys are very closely supervised. A game had been removed from the locker room next to the gym class.

Do not think any of the boys responsible for this. Do not see how anyone could have carried a big board out of the building without some one noticing it. A reporter, Feb. 25 - "Schubert again started late."

Boys not all ready to go into gym on time today. The tightness of discipline of being somewhere on time every day is failing on some of the boys. Mr. F handled a situation very well today. During one of the jumping exercises the boys all



dashed toward the bar in a group. Mr. A cautioned the boys to keep in line, but this they failed to do. This whole trend toward disorder took place over a period of about five minutes. None of the boys in the group took a hand to keep the rest in line. Finally, Mr. P stopped the exercise and told the boys if they were to start that sort of thing, he would have to start disciplinary measures. If they were to get tough, he would get tough. He was trying to help each boy have a good time and wanted each boy to accept the responsibility of helping the other fellow have a good time. The boys immediately responded to this appeal. From then on the procedure was orderly. There is, however, much more noise and uninhibited behavior this week than in previous weeks.

There is great evidence of progressive cooperation in the discussion today. Nearly everybody in the group took part. There was an occasional outburst of stillness, but in the main the boys hung more closely to the points at issue.

It is very interesting to note that seemingly every boy in the group wanted to talk about pool-halls. I asked them outright if it was because parents and advisors argued against them. Most of the boys ad-

dashed toward the bar in a group. Mr. A cautioned the boys to keep in line, but when they failed to do. This whole trend toward disorder took place over a period of about five minutes. None of the boys in the group took a hand to keep the rest in line. Finally, Mr. B stopped the exercise and said the boys if they were so short that way of doing, he would have to start disciplinary measures. If they were so short, he would not touch. He was trying to help each boy have a good time and wanted each boy to accept the responsibility of helping the other fellow have a good time. The boys immediately responded to this appeal. From then on the procedure was orderly. There is, however, much more noise and unbridled behavior than there was in previous weeks. There is great evidence of progressive cooperation in the discussion today. Nearly everybody in the group took part. There was an occasional outburst of silliness, but in the main the boys were closely to the point at hand. It is very interesting to note that seemingly every boy in the group wanted to talk about good habits. I asked them tonight if it was because parents and advisors argued against them. Most of the boys ad-



mitted that this was the truth.

This discussion period is much too short to get anywhere. At best the formulations are superficial; however, I feel that this week we are getting somewhere with the boys, for we are getting down to the level of their problems. As shown in the list of problems outlined the day before, the boys are talking about problems they have to face every day in their own communities.

David's jersey was missing today. Don't know any reason for this, although suspect that some one from the group is responsible for this."

A reports, Feb. 25 - "During one part of the exercise, the group broke ranks and did the exercises in a disorderly fashion. Mr. P spoke to them and they returned to their usual order. The discussion was more orderly and less difficult to conduct. For the most part, the discussion was taken seriously and given sincere treatment by all. Mr. A's entrance into the exercise is certainly a stimulus to those who feel that the standard is too high for them to try."

B reports, Feb. 25 - "Show little initiative in organizing the activities; no leadership. All rush at once to the apparatus. Mr. P thinks this unusual as

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most of his previous classes have manifested some organizing initiative. Group seems to accept Mr. A's active participation in the exercises positively, obviously considering him as one of them.

In class session active participation of most of the boys. Interest, frankness, quite sincere and cooperative, although there is some doubt whether the attitudes expressed have not been influenced - consciously or subconsciously - by the preceding meeting which communicated to the boys definite expectations."

A reports, Feb. 26 - "There was a class ahead of the boys today so that they did not get started until six minutes after four. It is difficult to keep the boys in the social room until the class starts, once they are in their gym clothes; they are anxious to get at the gym apparatus.

Surprisingly little dirty talk in the locker room. Only rarely that some smutty remark comes out. David the center of some sex talk today."

A reports, Feb. 26 - "Up until the time of discussion today, the boys were at their very best. In the club-room they were the most orderly they have been. On the gym floor the group was splendid. The locker room was somewhat noisy, but much more orderly than

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A report, Feb. 28 - "There was a class ahead of the  
boys today so that they did not get started until six  
minutes after lunch. It is difficult to keep the boys  
in the social room until the class starts, once they  
are in their eye focused they are anxious to get at  
the eye operative.

Surprisingly little activity in the locker  
room. Only reports that some twenty minutes came out.  
Didn't the center of come see this today."

A report, Feb. 28 - "To recall the time of discussion  
today, the boys were at least very good. In the club  
room they were the most orderly they have been. In  
the gym floor the group was splendid. The locker  
room was somewhat noisy, but much more orderly than



the previous day. In the discussion room, however, there was a very marked attempt to disturb, avoid discussion, and refuse to cooperate. Frank is the leader, with Arthur a good helper, and David a simple follower.

Today David's gym pants were missing. Somebody got four extra car tickets today."

A reports, Feb. 27 - "Going down the stairway several of the boys pushed and shoved. Philip, who was at the head of the gang, turned around and shoved hard twice. The whole line fell back, and many of the boys raised voices of indignation. Frank had some mean looks for Philip during the dressing in the locker room, but seemed to get over it. I am glad to see some signs of leadership developing out of the group.

For thirty-five minutes the boys took part in one of the most satisfactory meetings we have had to date. I reviewed the principles under which our discussion was to proceed, and told them that yesterday's meeting was a disappointment, not only to me, but to a number of the boys in the group, who, by the way, had mentioned the fact that certain of the boys certainly were foolish and couldn't take anything

the previous day. In the discussion room, however, there was a very marked attempt to discuss, avoid discussion, and refuse to cooperate. Frank as the leader, with Arthur a good helper, and David a single follower.

Today David's two pants were missing. Some body got four extra per stick today.

A report, Feb. 27 - "Going down the stairway several of the boys pushed and snarled. Phillip, who was at the head of the gang, turned around and shoved hard twice. The whole line fell back, and many of the boys raised voices of indignation. Frank had some mean looks for Phillip during the discussion in the lock-er room, but seemed to get over it. I am glad to see some signs of leadership developing out of the group.

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seriously. Today we were going to try hard to be serious and cooperate in the discussion. They certainly did.

Conclusions regarding the discussion:-

1. We were back in our old room with the fireplace today. During the first weeks of the experiment, the boys had come to this room and learned to be quiet and orderly. Today they came back to this room and their previous attitude seemed to be dominant.

2. The ringleaders of disturbances had been talked to and had been given the special duty to help.

The boys worked very well as a group in the gym today. Everybody tried everything. Some are clumsy - myself included - but everybody tries.

The discussion itself was one of the most unusual examples of orderliness and team play that we have had. It was one of the most enlightening and orderly meetings we have had.

We were not able to find the boy who got four tickets yesterday."

A reports, Feb. 28 - "The boys were very attentive during the talk. Mr. A opened the meeting by telling

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usual examples of orderliness and team play that we have had. It was one of the most enlightening and orderly meetings we have had.

We were not able to find the boy who was lost yesterday.

A report, Feb. 22 - "The boys were very attentive during the talk. Mr. A opened the meeting by telling the boy



the boys that evidently they had felt much satisfaction on the previous day by the orderliness of the discussion for several had mentioned it. The boys are themselves coming to feel a certain satisfaction when there is real cooperation, and a feeling of disappointment when disorderliness rules.

Mr. X then talked to the boys and gave a very excellent address.

It appears that there really is not much leadership developing within the group. The boys do what they are told, but do not take any responsibility for keeping order, or doing the work as a unit. It is perhaps too much to expect any boy to step forward under the circumstances. There are times when it would seem normal for some individual to assume responsibility for order in the gym or social room or locker room.

In putting up the wands, there was considerable dropping and noise. Mr. P said afterward, 'It does make you stop and wonder'.

The boys are warned to keep off the gym floor before the class begins."

B reports, Feb. 28 - "No marked group atmosphere. I couldn't even observe particular instances of special

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locker room.  
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does make you stop and wonder'.  
The boys are trained to keep off the gym floor  
before the class begins.  
A reporter, Feb. 22 - "No marked group atmosphere. I  
couldn't even observe particular instances of special



attractions and aversions (which may be considered by the fact that, so far, I've been an outsider rather than a group member).

During the exercises each boy seemed to act as an individual with various degrees of success and effort in complying with music and instructor, and almost no attempt at inter-personal adjustment. Apparently they are not experienced in 'joint action'. A modest harmony, however, seemed to develop toward the end of the exercises.

During the finishing run, it was interesting to note that, after the first rush and a relatively long period of unorganized running, harmony developed gradually, but distinctly. This was obviously an effect of the instructor's persistent setting the pace, in which he was supported by only a few members in the beginning (Philip, John, Mat, particularly), and which was accepted by all members, even Hartman, toward the end. (Implications!)

A reports, Mar. 2 - "Few boys light up cigarettes after the exercises before the discussion class. Have not been doing anything about it, as they put them out before they get in the classroom.

Attention was at its best when speaker (Mr. XI)

attribution and evaluation (which may be considered by the fact that, so far, I've been an excellent speaker than a group member).

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A reporter, Mary E. - "How boys light up afterwards after the exercises before the discussion class. Have not been doing anything about it, as they are out before they get in the classroom."

Attention was at the best when speaker (Mr. H.)



talked. The boys were literally on the edges of their seats. After the talk there was no attempt to dash out of the building. Rather they hung around to see if anything more was to happen. This is a new feature, for usually the boys do not stay around after they have been dismissed."

A reports, Mar. 3 - "The group was easily drawn into two teams for the games. The two teams selected by counting off 'one, two, one, two', when arranged according to height, were:

Mat	Wendel
Richard	Philip
David	Jerry
Adam	Hartman
John	Frank
Fred	Arthur

The second of these two teams won all but one event. There was a spirit of good sportsmanship throughout the competition. No one was scolded for being slow or ineffective. The losers took their defeat without any show of emotion or upset.

When Mr. P explained the games to the boys, they were surprisingly attentive. During one of the relay games the second team got around Philip to plan its strategy. This was the only instance in which any leadership was demonstrated in the games.

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A reporter, Mr. B. - The group was really drawn into two teams for the contest. The two teams selected by counting off 'one, two, one, two', when extended and counting to eight, were:

Wendell	Ray
Philip	Richard
Corey	David
Lawrence	Sam
Tom	John
Arthur	Fred

The second of these two teams won all but one event. There was a spirit of good sportsmanship throughout the competition. No one was scored for being slow or ineffective. The losers took their defeat without any show of emotion or regret. When Mr. B. explained the games to the boys, they were surprisingly attentive. During one of the relay games the second team got around Philip so close to the strategy. This was the only instance in which any leadership was demonstrated in the game.



There were no car tickets for the boys today. They were told at the end of the period that they would have to take care of their transportation. There was marked complaining and signs of real rebellion on the part of practically all of the boys. Adam and several others said, 'We'll hop a truck', but the rest said, 'We won't leave until we get the tickets.' 'If we are late tomorrow, you will know the reason', etc. Mr. A explained to the boys that the tickets had not come, though they had been ordered. He turned the light out, which finally sent the boys on their way. It will be extremely interesting to note how many of the boys will exactly carry out their threats tomorrow."

B reports, Mar. 3 - "Playing competitive games (relay, ball game) a new element. The boys apparently enthusiastic about it. Don't want to stop."

A competitive spirit develops fast and leads to some sort of group integration. There are even some signs of leadership in the ball game; the boys of the other group try to eliminate Philip first, while the boys of the one-half group center around him. Whether these facts are consciously recognized by the boys cannot be said; apparently not. The group with Philip manifests a better cooperation; the

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others play more as individuals.

There are remarkably few scraps; fair play prevails.

Attention and interest in class fair."

A reports, Mar. 4 - "Because of the complaint of the boys raised last evening, regarding the failure to receive car tickets, it was expected that a number of the boys would not appear, or at best, several would be late. Everybody but David showed up on time; David was ten minutes late. No complaining or grumbling concerning the ticket incident was noticed. Ability to follow the music in the gym period was evident today. For the most part, everybody was doing his exercises to the tune of the piano - something not noticed before. General behavior of the group before entering the gym was much improved today. The boys readily stayed off the gym floor until the class was called.

After the Doctor had spoken for twenty minutes, discussion was called for. There was no lack of questions. Time had to be called at the end of the ten minutes. It is quite remarkable to see how quickly and spontaneously this group can be made to enter into discussion."

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F reports, Mar. 4 - "The gym class worked nicely together; were interested in the remarks of Dr. XII, and asked many questions."

A reports, Mar. 5 - "There seems to be developing some signs of real team play. It is not possible to make a very firm judgment on this in the light of the individualistic type of exercises used today, but it does appear in the dispatch with which the boys work together in the locker room, the speed in which they get upstairs as a group, the way they now line up to get their exercises, and the way the discussion room is prepared for the discussion. In all these instances the boys show ability to work together. One of the major considerations that prompts this conclusion is the way in which Frank failed to involve the group today when he decided not to cooperate. In one of the discussion periods, he destroyed the morale of the entire group by his attitude. Today he showed the same attitude but the group continued to be cooperative and orderly."

F reports, Mar. 5 - "Noticed there is a sort of competitive spirit accompanied by a self-satisfaction on accomplishment. Group is most attentive and seemed to have great confidence in instructor. They were

7 reports, Mar. 4 - "The gym class worked nicely together; were interested in the remarks of Dr. Kell, and asked many questions."

A reports, Mar. 5 - "There seems to be developing some signs of real team play. It is not possible to make a very firm judgment on this in the light of the individualistic type of exercises used today, but it

does appear in the progress with which the boys work together in the indoor games, the speed in which they get together as a group, and very few new lines are set their exercises, and for the discussion room is prepared for the discussion. In all these in-

stances the boys show ability to work together, and of the major considerations that govern this matter also is the way in which they failed to involve the group today when he failed not to cooperate. In

one of the discussion periods, he destroyed the morale of the entire group by his criticism. Today he showed the same attitude but the group continued to be cooperative and orderly."

7 reports, Mar. 6 - "Noticed there is a sort of cooperative spirit manifested by a self-satisfaction in accomplishment. Group is most attentive and seemed to have great confidence in instructor. They were



prompt in getting to the gym, and to the class discussion. Did not seem to be frank about questions in personality test. Noticed some looking at the papers of others."

A reports, Mar. 6 - "Today the group failed to work as a unit. The type of exercise used makes the boys act independently; however, there are ways in which the harmony and unity of the group can be achieved even in this individualistic type of exercise. Boys came late and then took time to get into the play. During the discussion there seemed to be a general indifference which required the speaker to work harder than otherwise would have been necessary.

Some pressure was put on the group today to attempt to make the movements a little more orderly. In the locker room the boys were required to be completely dressed before the group could leave. In going up the stairs to the classroom, the boys were lined up and required to keep in line up the stairs. When the discussion hour was over, the boys were supervised in their exit. There was no rebellion at this type of regimentation. Some of the boys seemed to feel that this improved the general order and unity of the group.

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nounced to their exit. There was no rebellion at  
this type of regimentation. Some of the boys seemed  
to feel that this improved the general order and unity  
of the group.



The interest taken in the physical training side of this experiment was shown today when Mr. A told some of the boys that next week they were to see movies, and did not have to come to the gym. There was a general voice of disapproval. Some wanted to know if they could not come early and exercise before they went up to the Foundation for the movies. I had the feeling that the boys are experiencing the exercises as something healthful and something interesting. One of the boys told how he always felt lazy and funny in the stomach until he had had his afternoon exercise. Mr. Q told me that a number of times the boys had come down after class and had watched the exercises. We thought that everybody left the building immediately, but evidently some of the boys have found occasion to come back and stay in the gym."

F reports, Mar. 6 - "Improvement continues. Gym exercises quite difficult. Most of the boys did well in them. They were prompt in getting to the gym, the class went along smoothly, and they were out of the showers and up in the class on time. Seemed to get interest out of Dr. VII's personality talk. Left building promptly without any noise."

B reports, Mar. 6 - "(Drill) - three distinct sets:

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One of the boys told me he himself felt late and weary  
in the stomach until he had had his afternoon exercise.  
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come down after class and had watched the exercises.  
He thought that everybody felt the building interesting  
it, but evidently some of the boys were found occasion  
to come back and stay in the gym.  
E. reporter, Mar. 5 - "Improvement building. The ex-  
ercises quite different. Most of the boys did well  
in them. They were found in getting to the gym.  
The classes went along nicely, and they were not of  
the show and up in the class on line. I seemed to  
get interest out of Mr. A's personality better. Let  
building promptly without any noise."  
E. reporter, Mar. 5 - "Excell - show building again



a. Philip, Adam, John, Richard, and to some extent Mat and Frank, comparatively well coordinated, acting together.

b. Hartman and Arthur - no coordination, - neither with group nor with instructor and music.

c. Wendel and David, placing themselves away from the group. David trying hard but with little success to follow the instructor; Wendel childish and apparently uninterested.

(Class observations usually poor, on account of limited opportunities for self-manifestation of boys.)"

A reports, Mar. 9 - "The group was particularly orderly today, probably due to the newness of the surroundings. The boys were curious about the entire building they were in, but did not wander out of the room. Some asked if they would be permitted to play pool while waiting.

The discussion was slow in getting under way but when once the boys learned to respond to the leader there was good response. All except two of the boys entered into the discussion.

The fact that three of the boys were absent today made something of a problem. Twelve boys constitute a small group at best, and when one is out work-

a. Philip, Adam, John, Richard, and to some extent Matt and Frank, comparatively well coordinated, acting together.

b. Hartman and Arthur - no coordination, - neither with group nor with instructor and male.

c. Wendel and David, placing themselves away from the group. David trying hard but with little success to follow the instructor; Wendel childish and apparently uninterested.

(Class observations usually part, on account of limited opportunities for self-manifestation of boys.)

A reporter, May 5 - "The group was particularly orderly today, probably due to the nervousness of the surrounding area. The boys were anxious about the entire building they were in, but did not wander out of the room. Some asked if they would be permitted to play pool while waiting.

The discussion was slow in getting under way but when once the boys learned to respond to the lead of those who good response. All except two of the boys entered into the discussion.

The fact that three of the boys were absent today made something of a problem. Twelve boys were taken a small group at best, and when one is out work-



ing and three are absent, the eight left have difficulty in getting the unity they usually have. The discussion, however, did not seem to be handicapped by the loss of some of the members."

A reports, Mar. 10 - "The discussion today illustrates to what degree the boys have learned to work together. To carry on a discussion of this type is not easy with a highly disciplined group. All who observed the group today were surprised to see how unified and cooperative the boys were."

In a comparatively short time they had cut open the problems illustrated by the picture, and gone to work on some kind of solution. Boys who talk too much are often told to 'pipe down' by other members of the group. The boys experience this type of discipline much more strongly than a word of the same content from one of the leaders.

I had anticipated silliness and much talking when the lights were to go out and the picture put on. This was not the case; there was only slight movement and talking. When the picture came on there was marked attention."

A reports, Mar. 11 - "Participation was even more general today than the previous day. There is little to

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This was not the case; there was only slight movement  
and talking. When the picture came on there was  
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A reporter, Mar. 11 - "Participation was even more gen-  
eral today than the previous day. There is little to



observe today that was not observed on the previous two discussions. I had a real feeling of unified action on the part of the group. As discussion leader, I felt that I was being acted upon by a unified whole."

A reports, Mar. 12 - "The boys were the most orderly today that they have been this week. The group seems to have achieved a certain self-discipline, for monopoly of discussion by any single member of the group was not in evidence. The following is an enumerated list of the times each boy spoke:

Wendel	15	David	4
Richard	13	Philip	2
Adam	7	Hartman	1
Fred	7	Arthur	1
Mat	7	Frank	1

The boys were asked what pictures they liked the most. The answers were thus:

'The Band Plays On'	received 6 votes.
'Gentlemen Are Born'	" 2 "
'Young America'	" 1 "
'Alias the Doctor'	" 1 " "

A reports, Mar. 13 - "The difference in coordination and rhythm was particularly noticeable, for most of the spectators were commenting on the change in the boys today from the first day they came into the gym. They worked well with the music. Mr. Q commented today that many men in and around the gym had told him

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A reporter, Mar. 18 - "The boys were the most orderly today that they have been this week. The group seems to have achieved a certain self-discipline, for some-  
poly of discussion by any single member of the group was not in evidence. The following is an annotated list of the times each boy spoke:

David	4	Wendel	13
Philip	3	Richard	13
William	1	Adam	7
Arthur	1	Fred	7
Frank	1	Max	7

The boys were asked what pictures they liked the most. The answers were these:

'The Band Plays On'	received 3 votes.
'Gentlemen Are Born'	"
'Young America'	"
'Alas the Doctor'	"

A reporter, Mar. 18 - "The difference in coordination and rhythm was particularly noticeable. For most of the spectators were commenting on the change in the boys today from the first day they came into the gym. They worked well with the music. Mr. B commented today that many men in and around the gym had told him



that it is remarkable that they have never heard any type of profanity from these boys. There was a sour smell in the locker room today. Several of the boys commented that they 'sure need a bath'. Most of the boys have not had a bath since Friday when they last attended class. In the shower room the boys linger long over their baths, enjoying them immensely. These boys certainly have developed a taste for being clean. I purposely have not hurried the boys in the shower lately for they have so obviously enjoyed their baths." A reports, Mar. 16 - "The group is not sufficiently large to provide any real united experience when there are many absences. Today there were nine present, and some of the boys were being measured which meant it was impossible to get the boys together as a group until the last part of the gym class.

The impact of the group was felt today on all the adults present. There was a general movement on foot among the boys to suspend class on Tuesday because of the St. Patrick's Day Parade in South Boston. Their schools would be closed that day, and the boys want to see the parade which would take place at about the time our class would meet. Mr. C, Mr. F and I were opposed to this but the group won their point with each of us

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individually. Before the afternoon was over, the boys had impressed us by remarks here and there that it would be the sporting thing to let them observe this local holiday. We conceded the point before the afternoon was over, when we saw how united the group was in this request. This was one of the most impressive illustrations of the group working as a unit. They certainly got together and won their point."

J reports, Mar. 18 - "All boys appear in excellent physical condition. Very attentive to the speaker today, and evidently much impressed by stories by Dr. VII on his war experiences."

B reports, Mar. 18 - "Group has definitely improved as to order and coordination. Collective action much more apparent than ever. In class, attention and interest of all members strong."

I reports, Mar. 19 - "Cooperation seems to have improved. Enthusiasm in games is greater than three weeks ago."

A reports, Mar. 19 - "The gym period was intended, as the instructor said, 'to let off steam'. The boys certainly did that. The first game was a rough one in which the boys would have to catch a fellow and hold him while they counted ten. They put so much

individually. Before the afternoon was over, the boys had impressed as if they were more and more that it would be the sporting thing to let them observe this local holiday. We conceded the point before the afternoon was over, when we saw how mixed the group was in this respect. This was one of the most impressive illustrations of the group working as a unit. They certainly got together and won their point."

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I reports, Mar. 19 - "Cooperation seems to have improved. Intuition is much greater than three weeks ago."

A reports, Mar. 19 - "The five periods are intended, as the instructor said, 'to let off steam'. The boys certainly did that. The first game was a rough one in which the boys would have to catch a fellow and hold him while they counted ten. They got so much



life and vigor into it that finally the game had to be called off, for it became too rough.

It was interesting to note that the boys made suggestions to Mr. P regarding variations in the game he showed them. With his usual skill, Mr. P was able to incorporate these suggestions into the game.

The boys' awareness of their leaders was illustrated yesterday. When I came in, the boys in the locker room asked me where I had been the previous day. They were insistent on knowing details, so I finally had to tell them that I was trying to get camp ready for next summer. Several of the boys said immediately, 'Can't you take us with you?'

A reports, Mar. 20 - "There was extremely good order today. There was an unusually small amount of loud talking and yelling. I had the feeling that I could have left them alone without any supervision several times today, and they would have been orderly. It is true, in fact, that they were without supervision a few times today, and when I returned everybody was minding his own business and preparing for the daily program. Several spectators stood by the side of the gym today, and remarked how splendidly the boys did the exercises in unison. Only occasionally some dis-

life and vigor into it and finally the game had to be called off, for it became too rough.

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A reporter, Mr. B. - "There was extremely good order today. There was an unusually small amount of loud talking and yelling. I had the feeling that I could have left them alone without any supervision several times today, and they would have been orderly. It is true, in fact, that they were without supervision a few times today, and when I returned everybody was minding his own business and preparing for the daily program. Several spectators stood by the side of the gym today, and remarked how splendidly the boys did the exercises in unison. Only occasionally some dis-



traction from the sideline drew off the attention of a boy and he would miss the swing of the group."

B reports, Mar. 20 - "Group begins to integrate, clearly. An atmosphere of interest, attachment and appreciation prevails.

Although I have been sort of an outsider throughout the experiment, Adam, Fred, Richard and Philip express a particular attachment when we part.

I have the impression that the experiment has given at least a constructive impetus to each boy. Some cases show a marked, and probably central, improvement. From the pathological point of view, only two boys seem to need specific consideration."

#### Some Comments on these Observations of the Group

All those who filled in this section of the Observer's Report Blank treated the group as a special entity and commented on it accordingly. It may be interesting to enumerate the types of factors the various observers dealt with in commenting on the group. These may be considered a sample of the factors which were selected for comment:-

1. History of the group - what happened.
2. Subjective impression - observers should have recorded this in a previous category.

reaction from the children grew out of the reaction of  
 a boy and he would also the unity of the group."  
 2. Report, Mar. 30 - "Group begins to interact, clear-  
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 throughout the experiment, Adam, Fred, Richard and  
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#### Some Comments on these Observations of the Group

All those who failed in this section of the  
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 These may be considered a sample of the factors which  
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1. History of the group - what happened.
2. Subjective impression - observers should have  
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3. Coordination of the group.
4. Group pressure - attempts to regiment.
5. Analysis of discussion.
6. Competitive spirit.
7. Integration of the group.
8. Mutual helpfulness.
9. Leadership within the group.
10. Problems - stealing, hygiene, smoking, etc.
11. Specific observations concerning individuals - this should appear in another category of the report, but occasionally an observer mentioned certain individuals as they influenced the group.
12. Preferences of the boys.
13. Orderliness of movement and conduct.
14. Participation.
15. Interest.
16. Deportment.
17. Ability to do exercises.
18. Appreciation.
19. Originality.
20. Response.
21. Promptness.
22. Absence.
23. Tardiness.
24. Spontaneity.
25. Attentiveness.
26. Group slumps.
27. Cliques.
28. Friendliness.
29. Unselfishness.
30. Competitive
31. Passiveness
32. Individuality.
33. Comments on leaders.
34. Remarks made by other spectators.
35. Influence of immediate environment.
36. Improvement.
37. Progressive development.
38. Sincerity.
39. Inquisitiveness.
40. Imitation.
41. Response to leader.
42. Response to each other.
43. Insight and judgment.
44. Participation on the part of the leaders in the life of the group.
45. Effect of encouragement.

2. Coordination of the group.
3. Group pressure - attempts to regulate.
4. Analysis of situation.
5. Cooperative spirit.
6. Integration of the group.
7. Mutual helplessness.
8. Leadership within the group.
9. Problems - meeting, working, etc.
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13. Participation.
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15. Disposition.
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17. Adaptation.
18. Originality.
19. Response.
20. Progress.
21. Absence.
22. Tardiness.
23. Spontaneity.
24. Attentiveness.
25. Group singing.
26. Order.
27. Friendliness.
28. Unselfishness.
29. Cooperative.
30. Responsibility.
31. Comments on leaders.
32. Remarks made by other spectators.
33. Influence of immediate environment.
34. Improvement.
35. Progressive development.
36. Activity.
37. Individualism.
38. Imitation.
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40. Response to each other.
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42. Participation on the part of the leaders in the life of the group.
43. Effect of encouragement.



46. Influence of direct discipline.
47. Smutty talk.
48. Content of conversation.
49. Noise - loud talk, singing, yelling, etc.
50. Suspicion.
51. Inhibitions.
52. Influence of spectators.
53. Comments on curriculum.
54. Initiative.
55. Tendency to organize.
56. Frankness.
57. Cooperation.
58. Actual results.

This is the sort of thing reported on by those who filled in this section of our Report Blank. These are the factors which the observers believe to be important in the life and organization of a group. These represent items which may be looked for in determining the nature and effectiveness of a group. To be sure, the items listed above do not represent mutually exclusive categories of equal independence. There is some overlapping, however; they do state in a cursory way what our observers deem the dynamic characteristics of a group - the things to be picked out and analyzed.

From the vast amount of statements made after observing the group, we should be able to make some kind of a tentative statement regarding the problems raised in the first part of this chapter:-

1. Was the group formed by boys who had violated group rules distinctly different from other groups?

46. Influence of direct discipline.
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48. Content of conversation.
49. Noise - loud talk, singing, yelling, etc.
50. Reaction.
51. Individualism.
52. Influence of spectators.
53. Comments on activities.
54. Initiative.
55. Tendency to organize.
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58. Actual results.

This is the sort of thing reported on by those who filled in this section of our report blank. These are the factors which the observer believes to be important in the life and organization of a group. These reported items which may be looked for in determining the nature and effectiveness of a group. To be sure, the items listed above do not represent mutually exclusive categories of causal independence. There is some overlapping, however; they do state in a summary way what our observers deem the dynamic characteristics of a group - the things to be picked out and analyzed. From the total amount of observational data after observing the group, we should be able to make some kind of a tentative statement regarding the problems raised in the first part of this chapter.

1. Was the group formed by boys who had violated group rules differently different from other groups?



If there is one thing which our observers have stressed, it is the normal appearance which this group gave to all who watched it and participated in it. Practically all of the boys fitted into the group in such a way that there was no apparent difference between the ultimate group that grew up with delinquent boys and that which would grow up with average boys under average club conditions. This perhaps can be explained on a basis of the many orienting and integrating forces within this specially directed group, such as leadership, environment, etc. However, the essential factor remains, that this group of delinquents did have the capacity to live in a group of this type and were made to feel themselves an integral part of a closely unified social unit. Delinquents, in this case, were no different than non-delinquents.

Their capacity for group experience was the same.

2. Could such group be used as a practice field for group living? We did not solve that problem; we only opened up the possibility of further study in this direction. The real proof of this can be determined only when we study the boy as he returns to this community. If he takes certain habits and

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Could such group be used as a preventive field  
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in this direction. The test proof of this can be  
determined only when we study this boy as he returns  
to his community. If he takes certain habits and



attitudes back with him to his normal group, then, and only then, can we make any broad conclusions.

After all, the group in which the boys practiced was a highly artificial one. Its duration was a very short period of time. These things might tell us that we really should not be too optimistic about our findings. However, there are certain attitudes and responses necessary for harmonious living in any group, and if these can be studied and detected and trained in even an artificial group, there may be a real carry-over into those groups where failures at one time cause real difficulty. There is, therefore, every reason to believe that the group is a much more desirable way to train the individual than a merely person-to-person relationship, where the observer sees the individual totally removed from group life and group experience.

3. Will the group itself have disciplinary qualities which mere private conversation and individual work would not have? On this question the answer is, unequivocally, yes! In the studies of each boy, which are to follow, we see time and again where the discipline of the group played

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withdraws back with him to his personal group, then, and only then, can he make any broad conclusions. After all, the group in which the boys practiced was a highly artificial one. Its duration was a very short period of time. These things might tell us that we really should not be too optimistic about our findings. However, there are certain attitudes and reasons necessary for maintaining living in any group, and if these can be studied and described and studied in even an artificial group, there may be a real carry-over into those groups where failure at one time would tell difficulty. There is, therefore, every reason to believe that the group is a much more desirable way to train the individual than a merely person-to-person relationship, where the observer sees the individual totally removed from group life and group experience.

5. Will the group itself have disciplinary facilities which make private conversation and individual work would not matter on this question the answer is, respectively, "yes". In the studies of each boy, when the time comes, we see time and again where the discipline of the group played



a vital part in giving the boy an experience of discipline. In discussion, on the gymnasium floor, boys experienced the disciplining impact of the group in many ways. Certainly when the boys themselves acted in a unified way upon another boy, the latter experienced a kind of modifying pressure which is totally different from adult censorship and which brought results which an indefinite amount of talking on the part of the leader would not produce.

Symbolically, the boy is getting in a concrete way what he experienced when he was brought before the Court. In the class he feels the concerted pressure of his fellowmen when he does not live up to group standards. In the Court he experienced the united pressure of society when he failed to live up to its group standards.

The last word is not going to be written to this matter of group study and its part in the future training of individuals for some time. In fact, only the first chapters are being written. We are beginning to see that personalities live not in an isolated, solitary world, but are tied and integrated into the

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life and experience of many persons. The unitary organization of life and the social interpretation to individual maladjustment may force us to look back to the group for new methods of study and new methods of habit training and treatment. Making a case history of each boy, using the group and individual methods which we had decided upon. To be sure, we cannot say that we have a thoroughly complete case history of each of our delinquents, but we do have a certain amount of pertinent information which certainly gives us an understanding of some of the factors in the life of each boy. In this chapter we will try to briefly summarize the material which was gathered about each boy.

Obviously, we cannot reprint our entire case history. We can merely state some of the material developed in this experiment. It is necessary to omit the social history entirely in order to make this report of reasonable length. This chapter is written so that each reader can make his own summary.

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## IV

CASE STUDIES OF THE BOYS IN THE EXPERIMENT

Our ultimate aim was to know and understand each boy. This necessitated making a case history of each boy, using the group and individual methods which we had decided upon. To be sure, we cannot say that we have a thoroughly complete case history of each of our delinquents, but we do have a certain amount of pertinent information which certainly gives us an understanding of some of the factors in the life of each boy. In this chapter we will try to briefly summarize the material which was gathered about each boy.

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## IV

BASE STUDIES OF THE BOYS IN THE EXPERIMENT

Our ultimate aim was to know and understand each boy. This necessitated making a case history of each boy, using the group and individual methods which we had decided upon. To be sure, we cannot say that we have a thoroughly complete case history of each of our delinquents, but we do have a certain amount of pertinent information which certainly gives us an understanding of some of the factors in the life of each boy. In this chapter we will try to briefly summarize the material which was gathered about each boy.

Obviously, we cannot repeat our entire case history. We can merely state some of the material developed in this experiment. It is necessary to write the social history briefly in order to make this report of reasonable length. This chapter is written so that each reader can make his own summary.



# THE CASE OF ADAM

Age: 16

Delinquency:

6-30-34	Trespassing	Filed
8-4-24	Larceny of radio	Probation
12-21-35	Larceny of 8 gloves	Found delinquent and given suspended sentence to Shirley.

Absent from class: 0 times

Medical examination: Negative

Dearborn Group Test: M.A. 13-6  
I.Q. 96

Roger Test of Personality Adjustment:

Personal Inferiority	11	12-15 Average
Social Inferiority	12	10-14 Average
Family Maladjustment	13	7-10 Average
Daydreaming	6	3-5 Average

Physical change during the six weeks:

Each boy was measured physically before and after the experiment. Changes are marked plus or minus for gains or losses.

Weight	-3.5 lbs.
Height	+ .75 inches
Neck	+ .2 "
Cir. Shoulders	+ .5 "
Mus.Ch. rest	Same
Mus.Ch. inflated	+ .3 "
Mus.Ch. uninflated	- .2 "
Res.chest rest	Same
Res.chest inflated	Same
Res.chest uninflated	+ .2 "
Smallest waist	- .3 "
Largest waist	+
Hips	+2.6 "
Right arm up	+ .5 "
Right arm down	+ .2 "
Right forearm	+ .5 "
Left arm up	+ .2 "





Left arm down	+ .2 inches
Left forearm	+ .2 "
Right thigh	+ .3 "
Right calf	+ .5 "
Right thigh	+ .3 "
Left calf	+1.0 "

Specific Observations made on the boy as recorded on the Observer's Report Blank:

A reports, Feb. 3 - "Did not appear for his appointment."

B reports, Feb. 11 - "Superficially judged, tough-looking, but behaving well; one of the best controlled members; serious."

D reports, Feb. 11 - "Seems to be profiting by both gym activities and conference."

A reports, Feb. 14 - "Adam and Philip came early to ask what to do if they got snow shoveling jobs next week. A told them to check with Mr. J on Monday.

The conditions would regulate the answer; however, attendance at school comes before everything else."

A reports, Feb. 17 - "Offered two excellent answers in response to Mr. O's forum."

D reports, Feb. 17 - "He is very alert and keen in following instructions of the gym instructor."

A reports, Feb. 26 - "He is very reliable and the boys respect him. He was permitted to open the lockers for the boys and check all materials back into them. He was careful and reliable."

Left arm down	4.5 inches
Left forearm	4.5 "
Right thigh	4.5 "
Right calf	4.5 "
Right thigh	4.5 "
Left calf	4.5 "

Specific observations made on the boy as reported on the Observer's Report Blank:

A reporter, Feb. 2 - "Did not report for his regular duty."

B reporter, Feb. 11 - "Superficially judged, rough-

looking, but behaving well; one of the best controlled

members; nervous."

D reporter, Feb. 11 - "Seems to be struggling to keep eye

activities and conference."

A reporter, Feb. 11 - "After and talking came easily to

ask what to do if they got away something from him."

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The conditions would regulate the current however,

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A reporter, Feb. 11 - "Offered two excellent answers

in response to Mr. J's lesson."

D reporter, Feb. 11 - "He is very alert and keen in

following instructions of the supervisor."

A reporter, Feb. 11 - "He is very reliable and the

boys respect him. He was pleased to open the

lockers for the boys and check all materials back into

them. He was careful and reliable."



B reports, Mar. 3 - "Well controlled; well concentrated. Cooperates outstandingly well in ball games."

F reports, Mar. 6 - "Continues to improve and is one of best in the group."

A reports, Mar. 10 - "Did not offer any contribution to the discussion today except once when asked a direct question by the leader."

He and Philip came into the Foundation early today and were playing pool in the recreation room. They were perfectly orderly and made no comment about it. However, it is not certain that the boys should have taken this privilege upon themselves without asking. When questioned about it they said they believed that the facilities were open to them when they were permitted to come into the building and therefore had merely gone ahead and used the equipment. These boys just do not have a good place to hang around and when an opportunity of this type comes up, they use it."

A reports, Mar. 11 - "Was in the recreation room today playing pool. Quiet, though using equipment members of the Foundation should have had at their disposal. The equipment was not taken away, and they were permitted to play till time for the movie. Came readily when called."

8 reports, Mar. 5 - "Well controlled; well controlled-  
ed. Cooperates substantially well in ball games."  
7 reports, Mar. 6 - "Continues to improve and is one  
of best in the group."  
4 reports, Mar. 10 - "Did not offer any contribution  
to the discussion today except once when asked a di-  
rect question by the leader."  
He and Philip came into the recreation early to-  
day and were playing pool in the recreation room.  
They were perfectly orderly and made no comment about  
it. However, it is not certain that the boys should  
have taken this privilege upon themselves without ask-  
ing. When questioned about it they said they be-  
lieved that the facilities were open to them when they  
were permitted to come into the building and therefore  
had merely gone ahead and used the equipment. These  
boys just do not have a good grasp of rank and  
when an opportunity of this type comes up, they use it.  
A reports, Mar. 11 - "Was in the recreation room to-  
day playing pool. Quiet, though using equipment im-  
properly. The recreation should have had at their dis-  
posal. The equipment was not taken away, and they  
were permitted to play till time for the movie. Game  
readily when called."



J reports, Mar. 12 - "Seems to get point in each question quickly. He is keen."

J reports, Mar. 18 - "Still very enthusiastic."

A reports, Mar. 19 - "Brought a letter written up in 'Modern Romance' magazine. He believed it could be read to the class as it taught something about sex and character. The effort was well intended even though the letter was not of a very certain character. The moral to the story seemed to be incidental to the sex interest which dominated the write-up."

A reports, Mar. 20 - "Has been very reliable. He has opened and checked all lockers for the last weeks. The boys respect him and never question his authority. Today he checked out the equipment for every boy. He is trying hard to improve himself though never gives the impression of attempting to ingratiate himself with the leaders. He stayed around after the other boys left to tell us that he really profited from the experience with us."

### Summary

Of all those who have had contact with our experiment we have felt that this boy made about as great gains as any. He has been interested, he has

1 reports, Mar. 12 - "Seems to get point in each ques-  
tion quickly. He is keen."  
3 reports, Mar. 12 - "Still very enthusiastic."  
A reporter, Mar. 12 - "Brought a letter written up in  
'Moby-Dick' magazine. He believes it could be  
reworked as it touches something about sex  
and character. The effort was well intended even  
though the letter was not of a very certain character.  
The story to the story seemed to be incidental to the  
background which dominated the story."  
A reporter, Mar. 12 - "Has been very reliable. He  
has opened and checked all locks for the last week.  
The boys respect him and never question his authority.  
Today he checked out the equipment for every boy. He  
is trying hard to improve himself though never gives  
the impression of attempting to improve himself  
with the leaders. He stayed around after the other  
boys left to tell us that he really wanted from the  
experience with us."

#### Summary

Of all those who have had contact with our  
experiment we have felt that this boy made about as  
great gains as any. He has been interested, he has



given us his cooperation, and by proving himself reliable in small things has come to be trusted by all the leaders. Though his last delinquency occurred only about two months previous to his entrance into our class, he came to be trusted more than any other boy. Toward the last he had complete charge of all the locker room equipment. He was permitted to open lockers for the boys without any leaders being present. After he took over charge of the locker room, we never lost a single item of equipment. The fact of others placing confidence in him drew a real response on his part.

This boy certainly reacted to the type of treatment given in this class. How permanent his good behavior will be no one can say; however, in this particular case, our experiment made an initial impact which gives promise of good results. I am considering the possibility of using him in a capacity of leadership in a subsequent experiment of this type.

Sup. Ch. rest	+1.0
Sup. Ch. inflated	+ .5
Sub. Ch. uninflated	+1.5
Sub. chest rest	+ .5
Sub. chest inflated	+ .5
Sub. chest uninflated	+ .5
Smallest waist	+ .7
Hips	+1.5
Right arm up	+ .3
Right arm down	+ .3
Right forearm	+ .5

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given us his cooperation, and by proving himself reliable in small things has come to be trusted by all the leaders. Though his leadership was not only about two months previous to his entrance into the class, he came to be trusted more than any other boy. Toward the last he had complete charge of all the boys in room equipment. He was permitted to open lockers for the boys without any leaders being present. After he took over charge of the locker room, we never lost a single item of equipment. The test of others placing confidence in him drew a real response on his part. This boy certainly reacted to the type of treatment given in this class. His permanent good behavior will be no one can say; however, in this particular case, our experiment made an initial impact which gives promise of good results. I am considering the possibility of using him in a capacity of leadership in a subsequent experiment of this type.



THE CASE OF ARTHUR

Age: 15

Delinquency:

11-18-25

Larceny

Found delinquent and  
given suspended sen-  
tence to Shirley.

Was one of three boys involved in the larceny of  
one pocketbook valued at \$3.00, containing \$5.00  
in currency.

Absent from class: 1 time

Medical examination: Teeth carious  
Slight murmur in heart - not con-  
sidered serious - functional  
disorder.

Dearborn Group Test: M.A. 9-10

I.Q. 70

Roger Test of Personality Adjustment:

Personal Inferiority	15	12-15 average
Social Inferiority	18	10-14 "
Family Maladjustment	10	7-10 "
Daydreaming	7	3- 5 "

Physical change during the six weeks:

Weight	+4.0	lbs.
Height	+ .1	inches
Neck	+ .6	"
Cir. Shoulders	+ .5	"
Mus. Ch. rest	+1.0	"
Mus. Ch. inflated	+ .5	"
Mus. Ch. uninflated	+1.5	"
Res. chest rest	+ .5	"
Res. chest inflated	+ .5	"
Res. chest uninflated	+ .8	"
Smallest waist	+ .7	"
Hips	+1.6	"
Right arm up	+ .3	"
Right arm down	+ .3	"
Right forearm	+ .8	"

THE CASE OF ARTHUR

Age: 18  
 Delinquency: 11-18-35  
 Toward delinquency and  
 gives suspended sen-  
 tence to thirty.

Was one of three boys involved in the January 27  
 one pocketbook valued at \$3.00, containing \$5.00  
 in currency.

Absent from class: 1 time

Medical examination: Teeth complete  
 Slight murmur in heart - not con-  
 sidered serious - functional  
 disorder.

Barbours Group Test: M.A. 3-10  
 I.Q. 70

Roger Test of Personality Adjustment

Personal inferiority	15	12-15 average
Social inferiority	15	10-15
Family adjustment	10	7-10
Psychosomatic	"	3-5

Physical change during the six weeks:

Weight	+4.0 lbs.
Height	+1.1 inches
Neck	+1.5
Chest (uninflated)	+1.5
Chest (inflated)	+1.5
Arm (uninflated)	+1.5
Arm (inflated)	+1.5
Forearm (uninflated)	+1.5
Forearm (inflated)	+1.5
Smallest waist	+1.5
Hips	+1.5
Right arm up	+1.5
Right arm down	+1.5
Right forearm	+1.5



B reports	Left arm up	+ .5 inches
	Left arm down	+ .3 "
former	Left forearm	+ .2 "
	Right thigh	+ .4 "
A reports	Right calf	+ .2 "
	Left thigh	+ .1 "
A reports	Left calf	- .1 "

Specific Observations made on the boy as recorded on the Observer's Report Blank:

A reports, Feb. 3 - "Arthur appeared for his appointment early. I gave him Dearborn Test. He worked very fast, completing most of the tests before the allotted time. He talked some about himself. He is now in Continuation School. He is discouraged for he will get no diploma if he continues at this school. There is a big family and much poverty."

A reports, Feb. 4 - "Brought a friend with him, a big colored boy. They were somewhat silly at times, but caused no real trouble."

A reports, Feb. 11 - "He tied David into some gym equipment. David seemed to enjoy it. This came at very end of the period."

A reports, Feb. 12 - "Had a hard time following some of the exercises. He constantly looked around to see if the spectators were watching him."

C reports, Feb. 12 - "Got lost frequently in the motions required."

Left eye up	1.5	+
Left eye down	1.5	+
Left forearm	1.5	+
Right thigh	1.5	+
Right calf	1.5	+
Left thigh	1.5	+
Left calf	1.5	+

Specific Observations made on this boy as reported in the Observer's Report dated

A reporter, Feb. 5 - "Arthur appeared for his assigned-  
ment early. I gave him his assigned seat. He worked  
very fast, completing most of his lesson before the  
assigned time. He talked some about himself. He  
is now in Constitution school. He is disappointed that  
he will not get his diploma at this school.  
There is a big family and much poverty."  
A reporter, Feb. 6 - "Through a friend with him, a big  
colored boy. They were somewhat ill at times, but  
denied no real trouble."  
A reporter, Feb. 11 - "He liked David into some gym  
equipment. David seemed to enjoy it. This came at  
very end of the period."  
A reporter, Feb. 12 - "When a date time following some  
of the exercises. He apparently looked around to  
see if the spectators were watching him."  
A reporter, Feb. 13 - "Not last property in the re-  
lease required."



D reports, Feb. 12 - "Not natural or athletic in performance at gym period."

A reports, Feb. 14 - "Eight minutes late today."

A reports, Feb. 17 - "Came in 40 minutes late - said he had a job for this week and expected to work until 6:30 every evening."

C reports, Feb. 24 - "He made an attempt to find fault with and ridicule the discussion. His attitude was apparently that of mischief."

B reports, Feb. 28 - "Did no teasing or other kid stuff today. Fair in behavior and participation, but exceptionally slow during exercises; last in getting dressed. Passive and little attentive in class."

A reports, Mar. 5 - "Was noisy and quarrelsome today. He struck at Wendel many times. He was impudent to Mr. F. Whenever he was observed doing any of his foolishness he was immediately cautioned and censored. No actual penalties were imposed, but several talkings to were given."

A reports, Mar. 6 - "He put his head on the arm of the chair and pretended to sleep during one part of the talk."

B reports, Mar. 6 - "Trying to be funny."

A reports, Mar. 9 - "Came 45 minutes late without an

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Report, Feb. 12 - "Not natural or realistic in per-

formance at gym period."

A report, Feb. 14 - "Eight minutes late today."

A report, Feb. 15 - "Down in 20 minutes late - said

he had a job for this week and expected to work until

6:30 every evening."

Report, Feb. 16 - "The code in attempt to find fault

with and ridicule the discussion. His attitude was

apparently that of mischief."

Report, Feb. 18 - "Was no lesson or other kind of

today. Fair in behavior and participation, but ex-

ceptionally slow during exercises; fast in getting

dressed. Passive and little attentive in class."

A report, Mar. 5 - "Was noisy and disruptive today.

He struck at several many times. He was ignorant in

Mr. E. Whenever he was observed doing any of his

foolishness he was immediately cautioned and corrected.

No actual penalties were imposed, but several warnings

to were given."

A report, Mar. 6 - "He put his head on the rim of

the chair and pretended to sleep during one part of

the talk."

Report, Mar. 8 - "Trying to be funny."

A report, Mar. 9 - "Down 45 minutes late without an



excuse." active" in intelligence. It is too much to

A reports, Mar. 11 - "Was restless and bored today."

A reports, Mar. 12 - "He didn't like the fact that the pictures were so short. He thought we should show an entire picture."

A reports, Mar. 20 - "Was one of the few to fail to give complete attention to the program today. He was the first one out the door at the end of the talk. He insisted he needed two tickets today as he left the door."

B reports, Mar. 20 - "Appears as an outsider, too, to some extent. Is childish, and probably less sincere and less affected than the others."

### Summary

The general trend of the comment on this boy indicates that we did little for him. His attitude remained superficial and bored throughout the six weeks. There were times when, in private conversation, he talked about his problem, but, for the most part, he hung behind a mask which he never relinquished.

He comes out of a poor section of the city; he comes from a home that has many problems, the least of which is abject poverty. He scores about a "border-

...and ...

A reporter, Mar. 11 - "was restless and bored today."

A reporter, Mar. 12 - "He didn't like the fact that the

pictures were so short. He thought we should show an

entire picture."

A reporter, Mar. 20 - "was one of the few to tell me

give complete attention to the program today. He was

the first one out the door at the end of the talk. He

insisted he needed two slots today as he left the

door."

A reporter, Mar. 20 - "Appears as an outsider, not, to

some extent. Is childish, and probably less sincere

and less affected than the others."

...

Summary

The general trend of the comment on this boy

indicated that we did little for him. His attitude

remained unimpaired and bored throughout the six

weeks. There were times when, in private conversa-

tion, he talked about his problem, but, for the most

part, he hung behind a mask which he never relinquished.

He comes out of a poor section of the city; he

comes from a home that has many problems, the least of

which is abject poverty. He seeks about a "border-



line defective" in intelligence. It is too much to expect that this boy would experience any radical changes in the duration of an experiment of this type.

Our only positive conclusion about the boy is that he must be given additional help beyond that which we gave him, and over a long period of time.

Absent from class: 4 times

Medical examination: Slightly pigeon breasted and scoliosed.

Dearborn Group Tests: M.A. 11-0  
I.Q. 79

Roger Test of Personality Adjustment:

Personal inferiority	28	10-16	average
Social inferiority	10	10-14	"
Family Maladjustment	18	7-10	"
Daydreaming	7	3-5	"

Physical change during the six weeks:

Weight	+ .5	lbs.
Height	+ .1	inches
Gir. Shoulders	+ .5	"
Max. Ch. rest	Same	"
Max. Ch. inflated	+ .7	"
Max. Ch. uninflated	+1.0	"
Res. Chest rest	Same	"
Res. Chest inflated	Same	"
Res. Chest uninflated	+ .5	"
Smallest waist	+1.3	"
Wings	+ .5	"
Right arm up	+ .5	"
Right arm down	+ .5	"
Right forearm	+ .5	"





THE CASE OF DAVID

Age: 15

Delinquency:

Stubborn Child

Arraigned and continued.

Boy's aunt came to Court and made a complaint of stubborn child, against the boy. Said he was getting beyond her control; that he stayed out late at night; called her names. On one occasion he tried to hit her with a chair and upset a table. Said the boy's mother is "no good".

Absent from class: 4 times

Medical examination: Markedly pigeon breasted and bowlegged.

Dearborn Group Test: M.A. 11-0  
I.Q. 79

Roger Test of Personality Adjustment:

Personal Inferiority	26	12-15	average
Social Inferiority	10	10-14	"
Family Maladjustment	13	7-10	"
Daydreaming	7	3- 5	"

Physical change during the six weeks:

Weight	- .5	lbs.
Height	+ .1	inches
Cir. Shoulders	+ .5	"
Mus. Ch. rest	Same	
Mus. Ch. inflated	+ .7	"
Mus. Ch. uninflated	+1.0	"
Res. Chest rest	Same	
Res. Chest inflated	Same	
Res. Chest uninflated	- .5	"
Smallest waist	-1.3	"
Hips	+ .5	"
Right arm up	+ .5	"
Right arm down	+ .5	"
Right forearm	+ .3	"

THE CASE OF DAVIDAge: 13  
Delinquency:Newborn Child  
Assigned and con-  
tinued.

Boy's aunt came to home and made a complaint of newborn child, against the boy. Said he was getting beyond her control; that he stayed out late at night; called her names. On one occasion he tried to hit her with a chair and upset a table. Said the boy's mother is "no good".

Absent from class: 4 times

Medical examination: Mentally pigeon breasted and bowlegged.

Newborn Group Test: N.A. 11-0  
I.Q. 70

Rogers Test of Personality Adjustment:

Personal Intensity	88	12-18 average
Social Intensity	10	10-14
Family Relationship	15	7-10
Daydreaming	7	3-5

Physical changes during the six weeks:

Weight	- .5 lbs.
Height	+ .1 inches
Cir. shoulders	+ .5
Mus. CH. rest	Same
Mus. CH. inflated	+ .7
Mus. CH. uninflated	+ 1.0
Res. Chest rest	Same
Res. Chest inflated	Same
Res. Chest uninflated	- .5
Smallest waist	- 1.5
Hips	+ .5
Right arm up	+ .5
Right arm down	+ .5
Right forearm	+ .5



Left arm up	+ .3 inches
Left arm down	+ .3 "
Left forearm	+ .5 "
Right thigh	+ .2 "
Right calf	+1.5 "
Left thigh	+ .2 "
Left calf	+1.5 "
Neck	+ .5 "

Specific Observations made on the boy as recorded on the Observer's Report Blank:

A reports, Feb. 3 - "Did not appear for his appointment."

A reports, Feb. 11 - "Appeared five minutes late."

B reports, Feb. 11 - "Slowly joining in; then acting with an overdose of effort, and apparently enjoying himself."

A reports, Feb. 12 - "He left clothes on locker room floor, and had to be called and told to put them in his locker."

C reports, Feb. 12 - "Very slow in callisthenics, poor muscular coordination; seemed in a daze, but made some effort to do what was required. In the locker room he had trouble with his shoe lacing. This got knotted and broke."

D reports, Feb. 12 - "Not natural or athletic in his performance at gym."

A reports, Feb. 13 - "Had a hard time on the parallel

Left arm up	+ 3 inches
Left arm down	" 3 "
Left forearm	+ 3 "
Right thigh	+ 3 "
Right calf	+ 3 "
Left thigh	+ 3 "
Left calf	+ 3 "
Neck	+ 3 "

Specific Observations made on the boy as recorded on the Observer's Report Sheet:

A reporter, Feb. 3 - "Did not appear for his appointment."

A reporter, Feb. 11 - "Appeared five minutes late."

B reporter, Feb. 11 - "Slowly joining in; then walking with an overdose of effort, and apparently enjoying himself."

A reporter, Feb. 12 - "He left clothes on locker room floor, and had to be called and told to put them in his locker."

C reporter, Feb. 12 - "Very slow in participation, poor muscular coordination; seemed in a daze, but made some effort to do what was required. In the locker room he had trouble with his shoe lacing. This got most ted and broke."

D reporter, Feb. 12 - "Not natural graceful in his performance at gym."

E reporter, Feb. 12 - "Had a hard time on the parallel



bars. Mr. P spoke very sharply to him, asking him if he didn't intend to follow directions; just smiled."

J reports, Feb. 14 - "Cannot seem to keep with the others."

A reports, Feb. 14 - "He did not even try to do the exercises. During the gym period he watched the other boys rather than executing the verbal instructions of the instructor."

A reports, Summary of the Week - "From a therapeutic point of view, it is evident that a number of the boys are experiencing benefit from the group activity. David, especially, has pepped up considerably. It appears that the group pressure and competition is stimulating him to greater effort and greater concentration."

A reports, Feb. 17 - "He entered into the discussion several times in response to Mr. VI's talk and forum."

J reports, Feb. 17 - "Improving - observes others for help. Active in discussion."

D reports, Feb. 17 - "Seemed to be one of the most interesting in responding."

D reports, Feb. 18 - "Still hangs back and does not participate in all the exercises."

B reports, Feb. 18 - "Shows, as in the beginning, lack

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bers. Mr. F spoke very strongly to him, asking him if he didn't intend to follow directions; just asked."

1 reporter, Feb. 14 - "Cannot seem to keep with the others."

A reporter, Feb. 14 - "He did not even try to do the exercises. During the gym period he watched the other boys rather than exercising the verbal instructions of the instructor."

A reporter, Summary of the week - "From a therapeutic point of view, it is evident that a number of the boys are experiencing benefit from the group activity. David, especially, has gained up considerably. It appears that the group pressure and competition is stimulating him to greater effort and greater concentration."

A reporter, Feb. 17 - "He entered into the discussion several times in response to Mr. VI's talk and forum." 1 reporter, Feb. 17 - "Improving - observes others for help. Active in discussion."

D reporter, Feb. 17 - "Seemed to be one of the most interesting in responding."

D reporter, Feb. 18 - "Still hangs back and does not participate in all the exercises."

H reporter, Feb. 18 - "Shows, as in the beginning, that



of motor coordination and motor control, but is relatively cheerful and not discouraged."

A reports, Feb. 19 - "At Union today at 1:30, playing ping pong in the lobby."

A reports, Feb. 20 - "Obviously doing very much better in the gym. He imposed on the class in discussion, by insisting on talking."

H reports, Feb. 21 - "Effort very good, but slow in muscular coordination."

A reports, Feb. 25 - "Talks a lot during the discussion. Never seems to be on the point."

B reports, Feb. 25 - "Appears to be all right today; not hanging back. When failing in one exercise, trying again voluntarily; apparently anxious to prove that he can, and not discouraged. Is active in class discussion."

A reports, Mar. 3 - "Took a foolish hurdle in one of the relays. He jumped a mat which he was supposed to run around. He took an awkward fall, got up immediately, was sent into the trainer's room where he was examined. No injuries were found, though several small bruises. Later, during the shower, he didn't want to get under the water because he said he hurt himself. Upon questioning, it was found that he was

of motor coordination and motor control, but is relatively cerebral and not dissociated."

A reporter, Feb. 19 - "At Union today at 1:30, playing ping pong in the lobby."

A reporter, Feb. 20 - "Obviously doing very much better in the gym. He jumped on the class in discussion, by insisting on talking."

A reporter, Feb. 21 - "Effort very good, but slow in muscular coordination."

A reporter, Feb. 22 - "Takes a lot during the discussion. Never seems to be on the point."

A reporter, Feb. 23 - "Appears to be all right today; not hanging back. When falling in one class, trying again voluntarily apparently anxious to prove that he can, and not discouraged. Is active in class discussion."

A reporter, Mar. 3 - "Took a foolish tumble in one of the plays. He landed a way which he was supposed to run around. He took an awkward fall, got up immediately, was sent into the trainer's room where he was examined. No injuries were found, though several small bruises. Later, during the shower, he didn't want to get under the water because he said he hurt himself. Upon questioning, it was found that he was



merely finding an excuse to stay out of the shower.

He took his shower and felt all right."

B reports, Mar. 3 - "Eagerly participating, but heavily handicapped by uncertainty and deficient motor control. In relay game, for instance, very anxious to start fast, but blocked by looking at his opponent in the decisive moment, instead of concentrating on his task. Stumbles and falls badly, but takes it all right."

A reports, Mar. 4 - "He insisted that his arm was quite lame. Mr. Q put heat on it, after which he said it felt much better. After the discussion, the doctor looked at the arm and stated that it was only a slight bruise."

A reports, Mar. 5 - "Still nursing his injury. He was told to work on the chest weights today if the other exercises were too intense for his sore arm. This he did rather faithfully."

B reports, Mar. 6 - "The discrepancy between sincerity of effort and inability to succeed almost tragic. Doesn't seem to discourage him, though."

A reports, Mar. 12 - "He had a difficult time explaining his absence. He was called into Court by Mr. J. At first he said he was out looking for work and then helping around the house. I asked him if the notice

merely finding an excuse to stay out of the shower.  
He took his shower and left all right."  
B reporter, Mar. 3 - "Barely participating, but heavily  
handed by uncertainty and delicate motor control.  
In relay game, for instance, very anxious to start  
fast, but blocked by looking at his opponent in the  
decisive moment, instead of concentrating on his task.  
Stumbled and falls badly, but takes it all right."  
A reporter, Mar. 4 - "He insisted that his arm was quite  
lame. Mr. D put heat on it, after which he said it  
felt much better. After the discussion, the doctor  
looked at the arm and stated that it was only a slight  
sprain."  
A reporter, Mar. 5 - "Still nursing his injury. He  
was told to work on the chess table today if the  
other exercises were too intense for his sore arm.  
This he did rather faithfully."  
B reporter, Mar. 6 - "The discrepancy between sincerity  
of effort and inability to succeed almost tragic.  
Doesn't seem to discourage him, though."  
A reporter, Mar. 12 - "He had a difficult time explain-  
ing his absence. He was called into Court by Mr. J.  
At first he said he was out looking for work and then  
helping around the house. I asked him if the police



he had received about selling papers in October had not made a difference. Finally he admitted that he was much upset about the notice and was afraid to come to the school feeling he was about to be brought before the Court again."

J reports, Mar. 12 - "David not interested."

J reports, Mar. 18 - "Now takes his bath willingly and evidently likes it."

B reports, Mar. 18 - "The old discrepancy, but improved; and, as always, he is not discouraged and seemingly happy."

A reports, Mar. 20 - "Looked fine in the gym today.

In the class room he looked well groomed, and was certainly on his best behavior."

B reports, Mar. 20 - "David, who got out of the group everything he could, and put in remarkable effort, is heavily handicapped (organism, intellect, home)."

#### Summary

This boy's delinquency is secondary to the fundamental problem which we found. His initial hesitancy in taking shower and dressing can be explained in a report that in his home he has been constantly helped in these functions, and not taught independence

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he had received about sailing papers in October had not made a difference. Finally he admitted that he was much upset about the notice and was afraid to come to the school feeling he was about to be brought before the Court again."

1 report, Mar. 18 - "David not interested."  
1 report, Mar. 19 - "Now takes his bath willingly and evidently likes it."  
2 reports, Mar. 18 - "The old discrepancy, but improved; and, as always, he is not discouraged and seemingly happy."

A report, Mar. 20 - "Looked fine in the gym today. In the class room he looked well groomed, and was certainly on his best behavior."  
2 reports, Mar. 20 - "David, who got out of the group everything he could, and put in remarkable efforts, in heavily handicapped (organic, intellectual, home)."

Summary  
This boy's delinquency is secondary to the fundamental problem which we found. His initial tendency in taking chess and drawing can be explained in a report that in his home he has been consistently helped in these activities, and not taught independence



of any type.

The boy has a bad home situation which, of course, this experiment did not touch. During the weeks he was with us, he did demonstrate consistent gains. His deficiencies, intellectual and motor, were known to us, and by encouraging his enthusiasm we were able to give him some sense of progress. He learned to keep pace with the group in the gymnasium and in the shower. The group itself encouraged him in his willingness to try any kind of exercise. At one time the group actually applauded him for his courage and willingness.

His difficulties have not been removed, but we know, somewhat, the nature of his problem and subsequent treatment can be guided by this understanding. He needs additional group experience, under conditions which are not too competitive and strenuous. He needs additional help in achieving a sense of independence. He needs some one to consider him worthy of trust.





THE CASE OF JOHN

Age: 14

Delinquency:

7-2-35

Larceny of handbag

Found delinquent  
and given suspended  
sentence to Lyman.

Absent from class: 0 times

Medical examination: Negative except for slight acne  
on face.

Dearborn Group Test: M.A. 14-6

I.Q. 104

Roger Test of Personality Adjustment:

Personal Inferiority	22	12-15	average
Social Inferiority	9	10-14	"
Family Maladjustment	15 $\frac{1}{2}$	7-10	"
Daydreaming	3	3- 5	"

Physical change during the six weeks:

Weight	+10.0	lbs.
Height	+ .5	inches
Neck	- .2	"
Cir. Shoulders	+ 1.0	"
Mus. Ch. rest	+ 1.5	"
Mus. Ch. inflated	+ 1.8	"
Mus. Ch. uninflated	+ 1.7	"
Res. Chest rest	+ 1.1	"
Res. Chest inflated	+ 1.7	"
Res. Chest uninflated	+ .3	"
Smallest waist	+ 2.5	"
Hips	+ 2.0	"
Right arm up	+ 1.0	"
Right arm down	+ .5	"
Right forearm	+ 1.0	"
Left arm up	+ .5	"
Left arm down	+ .5	"
Left forearm	+ 1.5	"
Right thigh	+ .5	"
Right calf	+ .5	"
Left thigh	+ 1.5	"
Left calf	+ .5	"

## THE CASE OF JOHN

Age: 14  
 Delinquency: 7-2-35  
 Latency of handbag  
 Found delinquent  
 and given suspended  
 sentence to 1 year.

Absent from class: 0 times

Medical examination: Negative except for slight  
 on test.

Desborn Group Test: S.A. 14-6  
 I.Q. 104

Boyer Test of Personality Adjustment:

Boyer Test of Personality Adjustment	Score	18-15 average
Personal inferiority	28	10-14
Social inferiority	3	7-10
Family relationship	100	3-8
Psychomotor	3	

Physical change during the six weeks:

Physical change during the six weeks	Weight	Height	Neck	Cir. Shoulders	Mus. Ch. Post	Mus. Ch. Inflated	Mus. Ch. Uninflated	Res. Chest Post	Res. Chest Inflated	Res. Chest Uninflated	Amalgam weight	Ribs	Right arm up	Right arm down	Right forearm	Left arm up	Left arm down	Left forearm	Right thigh	Right calf	Left thigh	Left calf
	+13.0 lbs.	+4.8 inches	- .8	+1.0	+1.3	+1.8	+1.7	+1.1	+1.7	+ .8	+2.8	+2.0	+1.0	+ .8	+1.0	+ .8	+ .8	+1.8	+ .8	+ .8	+1.8	+ .8



Specific Observations made on the boy as recorded on the Observer's Report Blank:

A reports, Feb. 3 - "Appeared early. Had seen him before. He was very friendly. Took the Dearborn Test. He seemed reluctant to go."

A reports, Feb. 4 - "Kept time for the Dearborn tests for other boys. Took his duties seriously."

A reports, Feb. 11 - "Appeared five minutes late."

A reports, Summary of the Week - "From the therapeutic point of view it is evident that John is experiencing benefit from the group activity. He has pepped up considerably. It appears that the group pressure and competition is stimulating him to real effort and concentration."

A reports, Feb. 17 - "Came early - wanted to know if I wanted somebody to time the tests. He evidently overheard me ask several boys to come early to take the tests. I asked him to type some names for me and also hold the watch on the tests."

A reports, Feb. 19 - "John came very early today. He was very active during the discussion following Mr. VIII's talk."

B reports, Feb. 25 - "All right during exercise period; in class contributed nothing to discussion, but com-

Specific Observations made on this day as recorded on the Observer's Report Blank:

A reporter, Feb. 8 - "appeared early. Had seen him before. He was very friendly. Took the Bearpaw Test. He seemed reluctant to go."

A reporter, Feb. 4 - "Went time for the Bearpaw tests for other boys. Took his duties seriously."

A reporter, Feb. 11 - "Appeared five minutes late."

A reporter, February of the week - "From the therapeutic point of view it is evident that John is experiencing benefit from the group activity. He has picked up considerably. It appears that the group pressure and competition is stimulating him to real effort and concentration."

A reporter, Feb. 17 - "Same early - wanted to know if I wanted somebody to time the tests. He evidently overheard me ask several boys to come early to take the tests. I asked him to type some names for me and also hold the water on the tests."

A reporter, Feb. 19 - "John came very early today. He was very active during the discussion following Mr. VIII's talk."

B reporter, Feb. 25 - "All night during exercise period in class contributed nothing to discussion, but con-



mented on it childishly."

A reports, Mar. 3 - "John shows signs of slowness in learning in the relay games."

B reports, Mar. 10 - "Somewhat snobbish, and amused by the other boys, rather than interested in the topic."

I reports, Mar. 12 - "John's attention wanders, but occasional remarks were fairly pertinent."

A reports, Mar. 16 - "Seems to be trying hard but has a difficult time in keeping in time during the exercises."

I reports, Mar. 19 - "His attention wanders. Good memory for minor incidents apparently."

A reports, Mar. 19 - "Is very awkward but his spirit is always sunny and he tries desperately hard."

A reports, Mar. 20 - "Has won the friendship of the boys and the leaders even though he is not very quick either in the gym or in the classroom."

### Summary

This boy came to us with many problems, most of which are not found in this report. His home situation we could not alter. The group pressure did stimulate this boy to put some life into his work, and to be more attentive to his person. Many times he

mentioned on it occasionally."

A reporter, Mar. 8 - "John shows signs of awareness in learning in the relay games."

B reporter, Mar. 10 - "Somewhat mobile, and named by the other boys, rather than interested in the topic."

I reporter, Mar. 12 - "John's attention wanders, but occasional remarks were fairly pertinent."

A reporter, Mar. 13 - "Seems to be trying hard but has a difficult time in keeping in line during the exercises."

I reporter, Mar. 15 - "His attention wanders. Good memory for minor incidents apparently."

A reporter, Mar. 16 - "Is very awkward but his spirit is always sunny and he tries desperately hard."

A reporter, Mar. 20 - "Has won the friendship of the boys and the teachers even though he is not very quiet either in the gym or in the classroom."

#### Summary

This boy came to us with many problems, most of which are now found in this report. His name alone would not attract the group because his attitude this boy put some life into his work, and to be more attentive to his person. Many times he



proved himself worthy of minor trusts, and was pleased at the confidence we placed in him. Those who followed him from the very beginning saw particularly his responsiveness to friendship and confidence. This certainly is a clew which should guide the subsequent treatment given this boy. He has good material in him, and probably can be made to respond to friendly club leadership in some neighborhood house.

Medical examination: Negative

Dearborn Group Test: M.A. 11

I.Q. 79

#### Boyer Test of Personality Adjustments:

Personal Inferiority	11	13-15	average
Social Inferiority	13	10-14	"
Family Maladjustment	15	7-10	"
Daydreaming	8	3-5	"

#### Physical change during the six weeks:

Weight	+5.0	lbs.
Height	+1.25	inches
Neck	+ .3	"
Clav. Shoulders	+1.5	"
Man. Ch. rest	None	"
Man. Ch. inflated	+ .3	"
Man. Ch. uninflated	- .3	"
Man. chest rest	+2.0	"
Man. chest inflated	+2.0	"
Man. chest uninflated	+ .3	"
Man. chest rest	+1.0	"
Right arm up	+ .3	"
Right arm down	+ .3	"
Left arm up	+ .3	"
Left arm down	+ .3	"

proved himself worthy of much praise, and was pleased  
 at the confidence we placed in him. Those who fol-  
 lowed him from the very beginning are particularly his  
 responsibility to friendship and confidence. This  
 certainly is a case which should guide the subsequent  
 treatment given this boy. He has good material in  
 him, and probably can be made to respond to friendly  
 club leadership in some neighborhood house.



THE CASE OF WENDEL

Age: 14

Delinquency:

10-21-35 Complaint of stubborn child made by mother. Boy consistently truant from school and disobedient. Case arraigned and continued.

2-17-36 Complaint of larceny of suitcase containing \$65 worth of clothes. One of three boys to break window of a car and steal suitcase.

Absent from class: 4 times

Medical examination: Negative

Dearborn Group Test: M.A. 11

I.Q. 79

Roger Test of Personality Adjustment:

Personal Inferiority	11	12-15 average
Social Inferiority	13	10-14 "
Family Maladjustment	15½	7-10 "
Daydreaming	2	3- 5 "

Physical change during the six weeks:

Weight	+3.0 lbs.
Height	+1.25 inches
Neck	+ .5 "
Cir. Shoulders	+1.5 "
Mus. Ch. rest	Same
Mus. Ch. inflated	+ .5 "
Mus. Ch. uninflated	- .5 "
Res. chest rest	+1.0 "
Res. chest inflated	+1.0 "
Res. chest uninflated	+ .5 "
Smallest waist	+1.0 "
Hips	+ .5 "
Right arm up	+ .8 "
Right arm down	+ .3 "
Right forearm	+ .3 "
Left arm up	+ .5 "
Left arm down	+ .2 "





A reports	Left forearm	+1.2 inches
	Right thigh	Same
his Dear	Right calf	+ .3 "
	Left thigh	+ .2 "
talked	Left calf	+ .5 "

Specific Observations made on the boy as recorded on the Observer's Report Blank:

A reports, Feb. 3 - "He did not appear to keep his appointment."

A reports, Feb. 11 - "Appeared half an hour late. Stated he had gone home to change clothes. He did not want to come in his old clothes. Mr. A asked him to come one-half-hour early on the next day to make up the time."

A reports, Feb. 12 - "Appeared 45 minutes early to make up for being tardy yesterday. Kicked Mat while going upstairs. Talked to after class. Mr. D also accused him of not paying attention."

D reports, Feb. 12 - "Gives appearance of inattention at conference talk."

A reports, Feb. 13 - "Claims he was listening the day before when Mr. D spoke to him about paying attention - 'I can listen while looking in the fireplace.'"

A reports, Feb. 19 - "Volunteered to walk home tonight due to a car ticket shortage. Putting a great deal of effort into his gym performance."

Left forearm	11.2 inches
Right thigh	Same
Right calf	+ .2
Left thigh	+ .2
Left calf	+ .2

Specific Observations made on the boy as reported on the Observer's Report Blank

A reporter, Feb. 8 - "He did not appear to keep his appointment."

A reporter, Feb. 11 - "Appeared half an hour late. Stated he had come home to change clothes. He did not want to come in his old clothes. Mr. A asked him to come one-half-hour early on the next day to make up the time."

A reporter, Feb. 12 - "appeared 45 minutes early to make up for being tardy yesterday. Reached Mr. A's going upstairs. Talked to other class. Mr. B also accused him of not paying attention."

D reporter, Feb. 12 - "gives appearance of inattention at conference talk."

A reporter, Feb. 12 - "Claims he was listening the day before when Mr. B spoke to him about paying attention. 'I can listen while looking in the fireplace.'"

A reporter, Feb. 12 - "Volunteered to walk home tonight due to a car ticket shortage. Having a great deal of trouble into his own performance."



A reports, Feb. 28 - "Wendel came early today to take his Dearborn examination. He was very friendly and talked freely about his home life and of his trouble."

B reports, Feb. 28 - "Among the least attentive in class discussion."

A reports, Mar. 2 - "Got a cold water hose out while Mr. A was not looking and sprayed some of his friends."

A reports, Mar. 3 - "Seemed to learn his part in the exercises quickly."

A reports, Mar. 4 - "Since he had insisted on wearing an athletic support because of his operation, Dr. XII examined his incision and told the boy it was not necessary for him to wear this support."

A reports, Mar. 5 - "Continues to create a disturbance in the locker room. When reprimanded, he whimpers like a whipped dog."

A reports, Mar. 6 - "Not cooperating today. He objected to going up to the Burroughs Newsboy's Foundation. He was indifferent in the exercises. He said that he was scared because of the number of spectators on the gym floor."

F reports, Mar. 6 - "He seems to be headed for trouble."

A reports, Mar. 11 - "Active in the discussion, though

A reporter, Feb. 28 - "Went to see early today to take his personal examination. He was very friendly and talked freely about his home life and of his trouble."

B reporter, Feb. 28 - "Among the latest attention in a class discussion."

A reporter, Mar. 2 - "Got a cold water hose out while Mr. A was not looking and sprayed some of his friends."

A reporter, Mar. 2 - "Seemed to learn his part in the exercises quickly."

A reporter, Mar. 4 - "Since he had insisted on wearing an athletic support because of his operation, Mr. XII examined his incision and told the boy it was not necessary for him to wear this support."

A reporter, Mar. 5 - "Went to see to order a disturbance in the locker room. When recommended, he withdrew like a whipped dog."

A reporter, Mar. 6 - "Not participating today. He objected to going up to the Huron High School's Gymnasium."

He was indifferent in the exercises. He said that he was scared because of the number of people on the gym floor."

A reporter, Mar. 6 - "He seems to be headed for trouble."

A reporter, Mar. 11 - "Active in the discussion, though



he has a tendency to quibble with others over viewpoints."

A reports, Mar. 12 - "Was the only boy who was not enthusiastic about going back to the Union tomorrow."

A reports, Mar. 16 - "Continues to fuss and whine. He complained about doing the setting-up exercises. Today he was lifeless and listless in performing the exercises."

A reports, Mar. 20 - "Was poor in the gym. Seemed detached from group at times. He did considerable talking as he left the classroom in an effort to get two tickets, though only one was necessary. This was his farewell."

### Summary

We never got near enough to this boy to do anything for him. Our first impressions were better than our last ones. As the class wore on, this boy increasingly showed that at present he has little capacity for becoming an integral part of a group. He was a consistent troublemaker. He never took any of his work seriously. His effort to get two car tickets on the last day was characteristic of his general attitude. His whining and complaining was

he has a tendency to glibly with others over view-  
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enthusiastic about going back to the United States."  
A reporter, Mar. 12 - "Continued to fuss and whine.  
He complained about being the sitting-up exercises.  
Today he was listless and listless in performing the  
exercises."  
A reporter, Mar. 12 - "Was poor in the gym. - Seemed  
detached from group at times. He did considerable  
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### Summary

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anything for him. Our first impressions were better  
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of his work seriously. His effort to get two car  
tickets on the last day was characteristic of his  
general attitude. His whining and complaining was



most annoying.

### THE CASE OF FRANK

From the diagnostic point of view we determined that, at present, he does not have any sense of group responsibility. From the therapeutic point of view, we apparently did little for him, as is illustrated by the fact that his most serious delinquency occurred during his attendance in this class. A case of this type serves as an example of the kind of a decision that can be made about a boy, if we consider this experiment as a "Sorting Machine" in which some of the cases must be referred elsewhere for a more intensive type of study and treatment.

### Roger West of Personality Adjustment:

Personal Inferiority	8	12-15 average
Social Inferiority	12	10-12 "
Family Maladjustment	12	7-10 "
Daydreaming	0	2-3 "

### Physical change during the six weeks:

Weight	+13.0 lbs.
Height	+1.0 inches
Neck	+
Cir. Shoulders	+ .2 "
Max. Ch. rest	+ .5 "
Max. Ch. inflated	Same
Max. Ch. uninflated	+ .3 "
Max. chest rest	+ .5 "
Max. chest inflated	+ 1.0 "
Max. chest uninflated	+ 1.3 "
Smallest waist	+ 2.5 "
Hips	+ 1.2 "
Right arm up	+ .7 "

most annoying. From the diagnostic point of view we determined that, at present, he does not have any sense of group responsibility. From the therapeutic point of view, we apparently did little for him, as he illustrated by the fact that his most serious delinquency occurred during his attendance in this class. A case of this type serves as an example of the kind of a decision that can be made about a boy, if we consider this pertinent as a "Boring Machine" in which some of the cases must be referred elsewhere for a more intensive type of study and treatment.



THE CASE OF FRANK

Age: 15

Delinquency:

4- 4-31	Breaking, entering, larceny.	Filed
7-15-33	Breaking, entering, larceny.	Put on probation.
10- 6-34	Larceny.	Put on probation.
11-16-35	Disturbing the peace.	Put on probation.
11-27-35	Larceny.	Given suspended sentence to Shirley.

Absent from class: 0 times

Medical examination: Carious teeth. Face lacerated in auto accident but no residual effects.

Dearborn Group Test: M.A. 11-0  
I.Q. 79

Roger Test of Personality Adjustment:

Personal Inferiority	9	12-15 average
Social Inferiority	12	10-12 "
Family Maladjustment	12	7-10 "
Daydreaming	0	2- 3 "

Physical change during the six weeks:

Weight	+13.0	lbs.
Height	+ 1.0	inches
Neck	+	
Cir. Shoulders	+ .2	"
Mus. Ch. rest	+ .5	"
Mus. Ch. inflated	Same	
Mus. Ch. uninflated	+ .2	"
Res. chest rest	+ .5	"
Res. chest inflated	+ 1.0	"
Res. chest uninflated	+ 1.5	"
Smallest waist	+ 2.5	"
Hips	+ 1.2	"
Right arm up	+ .7	"





Right arm down	+	.5	inches
Right forearm	+	.2	"
Left arm up	+	.5	"
Left arm down	+	.5	"
Left forearm	+	.5	"
Right thigh	+	.5	"
Right calf	+	.5	"
Left thigh	+	.5	"
Left calf	+	.5	"

Specific Observations made on the boy as recorded on the Observer's Report Blank:

A reports, Feb. 3 - "Did not appear for his appointment. Told to come early on Monday to take Dearborn Test."

A reports, Feb. 17 - "Did some complaining about time of the class."

J reports, Feb. 17 - "No animation; slipshod about work."

D reports, Feb. 17 - "Gives signs of not understanding the purpose of each drill during the gym period. He is careless and indifferent in the posture he assumes for the various routines."

D reports, Feb. 18 - "There is a noticeable improvement in his gym performances."

A reports, Feb. 21 - "Forty minutes late - said that he was cutting wood. Asked to remain after the class and explain. He did not remain after the class was dismissed."

Right arm down	+	3 inches
Right forearm	+	3
Left arm up	+	3
Left arm down	+	3
Left forearm	+	3
Right thigh	+	3
Right calf	+	3
Left thigh	+	3
Left calf	+	3

Specific Observations made on the boy as presented on the Observer's Report Blank.

A reporter, Feb. 3 - "Did not appear for his appointment. Told to come early on Monday to take his report." "Test."

A reporter, Feb. 17 - "Did some complaining about time of the class."

3 reporters, Feb. 17 - "No animation; slipped about work."

11 reporters, Feb. 17 - "Gives signs of not understanding the purpose of each drill during the eye period. He is careless and indifferent in the routine he assumes for the various routines."

11 reporters, Feb. 18 - "There is a noticeable improvement in his eye performance."

A reporter, Feb. 21 - "Forty minutes late - said that he was cutting wood. Asked to remain after the class and explain. He did not remain after the class was dismissed."



A reports, Feb. 24 - "Followed the talk by the speaker. He was asked to leave the room. He asked to be allowed to stay, which request was granted. From then on he behaved well. Taken into the office. I told him that he was one of the older boys and much more was expected from him than from the younger fellows; in fact, I told him that I looked to him for leadership." *discussion room, he was asked to leave the room*

C reports, Feb. 24 - "Frank made an attempt to ridicule the discussion. His attitude was apparently that of resentment." *Mar. 2 - "was allowed to sit on the side"*

A reports, Feb. 25 - "Very active and noisy today as usual. Seemed intent on breaking up the discussion."

A reports, Feb. 26 - "In the absence of Hartman, he did not show off as much. It may be well to break up pals." *Mar. 2 - "was very jumpy and restless today"*

A reports, Feb. 28 - "I told him that his cooperation of the previous day was excellent. I am trying to see if he will respond to praise rather than censorship." *Mar. 12 - "seems to have difficulty in"*

B reports, Feb. 28 - "During the drill he seemed somewhat reluctant and passive. In the course of the period he improved his attention and participation."

A reports, Mar. 3 - "When spoken to by Mr. A regarding

A reporter, Feb. 24 - "Followed the talk by the speaker. He was asked to leave the room. He asked to be allowed to stay, which request was granted. From then on he behaved well. Taken into the office. I told him that he was one of the older boys and much more was expected from him than from the younger fellows; in fact, I told him that I looked to him for leadership." ship.

B reporter, Feb. 24 - "Frank made an attempt to ridicule the discussion. His attitude was apparently that of resentment." ship.

A reporter, Feb. 25 - "Very active and noisy today as usual. Seemed intent on breaking up the discussion." ship.

A reporter, Feb. 25 - "In the absence of Harman, he did not show off as much. It may be well to break up pairs." ship.

A reporter, Feb. 25 - "I told him that his cooperation on the previous day was excellent. I am trying to see if he will respond to praise rather than censure." ship.

B reporter, Feb. 28 - "During the drill he seemed somewhat reluctant and passive. In the course of the period he improved his attention and participation." ship.

A reporter, Mar. 3 - "When spoken to by Mr. A regarding



his staying out of the gym, he merely walked away. He was told that he had the alternative of cooperating or having his case referred back to Judge I. His behavior during the rest of the period was good."

A reports, Mar. 5 - "Had a bad day. He was full of pep on the gym floor. In the locker room, however, it was necessary for Mr. F to speak to him. Later in the discussion room, he was asked to leave the room because of his conduct. Mr. F again spoke to him about his behavior."

A reports, Mar. 6 - "Was allowed to sit on the sidelines today because of a bad cold. He helped Mr. Q to correct the mistakes of the others. When leaving the building he asked Mr. A if he could sign up for another six weeks."

A reports, Mar. 9 - "Was very jumpy and restless today. He contributed nothing to the discussion."

A reports, Mar. 12 - "He usually does a great deal of daydreaming during the discussion period."

J reports, Mar. 12 - "Seems to have difficulty in grasping the situations."

B reports, Mar. 18 - "Shows marked difference from his initial behavior."

A reports, Mar. 19 - "Was overheard saying, 'Six more

his staying out of the gym, he merely walked away.  
He was told that he had the alternative of cooperating  
or having his case referred back to Judge I. His  
behavior during the rest of the period was good.  
A reporter, Mar. 5 - "Had a bad day. He was full of  
pop on the gym floor. In the locker room, however,  
it was necessary for Mr. 5 to speak to him. Later  
in the discussion room, he was asked to leave the room  
because of his conduct. Mr. 7 again spoke to him  
about his behavior."  
A reporter, Mar. 6 - "Was allowed to sit on the side-  
lines today because of a bad cold. He helped Mr. 8  
to correct the mistakes of the others. When leaving  
the building he asked Mr. 11 he could sign up for  
another six weeks."  
A reporter, Mar. 9 - "Was very jumpy and restless today.  
He contributed nothing to the discussion."  
A reporter, Mar. 12 - "He usually does a great deal of  
daydreaming during the discussion period."  
A reporter, Mar. 12 - "Seems to have difficulty in  
grasping the situations."  
A reporter, Mar. 12 - "Shows marked difference from his  
initial behavior."  
A reporter, Mar. 12 - "Was overheard saying, 'Six more



weeks of this? Gee, I'd like it.' His friend brought up the fact that he was one of the worst kickers about it to start with. He replied, 'Well, I haven't been in a gym before, and I didn't know about it. Six weeks more and I'd be like a horse.'

A reports, Mar. 20 - "Was silent though respectful today. There are times when he seems to have been affected during the past weeks. It is difficult to know how deep an impression has been made here. He piped up at the end of the talk, 'Can we go?'"

B reports, Mar. 20 - "Seems to be 'won over'."

### Summary

There were times during our class when this boy was nearly impossible to handle. Some days he would be nearly manic in his behavior, and then there were many times when he gave promise of being "won over", as one of the observers has stated. His deep interest in continuing with us at the end, and his apparent growing pride in his own physique prompts us to conclude that, had we had more time with this boy, we might have made some fundamental contributions to his life and behavior.

We must remember here that we are dealing with

weeks of this. Gee, I'd like it. His friend brought up the fact that he was one of the worst kids ever about it to start with. He replied, 'Well, I haven't been in a gym before, and I didn't know about it. Six weeks more and I'd be like a horse.' A reporter, May 20 - 'Wonderful though respectful day. There are times when he seems to have been affected during the past weeks. It is difficult to know how deep an impression has been made here. He picked up at the end of the talk, 'Can we go?' B reporter, May 20 - 'Seems to be 'won over'.'

Summary

There were times during our class when this boy was nearly impossible to handle. Some days he would be nearly manic in his behavior, and then there were many times when he gave promise of being "won over", as one of the observers has stated. His deep interest in continuing with us at the end, and his apparent growing pride in his own physical progress as to conclude that, had we had more time with this boy, we might have made some fundamental contributions to his life and behavior. We must remember here that we are dealing with



a boy who has a bad history of delinquency over a period of five years. Fundamental alterations do not occur in six weeks to a boy of this type. We believe that our approach did show signs of promising change and that he can be influenced, but to accomplish this will take some time.

about from sleep: 3 times

Medical examination: In a bad auto accident in 1936, which ruptured his bladder, crushed his left thigh, and bruised him generally. Has had some difficulty in urinating since. Tires easily. Had fits at the age of 13. Last one two years ago.

Beachborn Group Tests: One given first week - M.A. 8-4 I.Q. 59  
He did not feel this test was representative of his general intelligence, therefore we gave him the same test at the end of the six weeks. The results are interesting:

M.A. 14-8

I.Q. 103

When told about this difference in score, the boy said, "Oh, I feel different now. I feel like a new man."

Roger Test of Personality Adjustment:

Personal Inferiority	12½	12-15 average
Social Inferiority	24	10-14 "
Family Misadjustment	3	7-10 "
Daydreaming	5	2-3 "

Physical change during the six weeks:





THE CASE OF FRED

Age: 16

## Delinquency:

6-29-35	Attempted breaking and entering.	Put on probation.
7-22-35	Attempted breaking and entering a grocery store at night with one other boy.	Suspended sentence - Shirley and put on probation.

Absent from class: 5 times

Medical examination: In a bad auto accident in 1930, which ruptured his bladder, crushed his left thigh, and bruised him generally. Has had some difficulty in urinating since. Tires easily. Had fits at the age of 13. Last one two years ago.

Dearborn Group Test: One given first week - M.A. 8-4  
I.Q. 59

We did not feel this test was representative of his general intelligence, therefore we gave him the same test at the end of the six weeks. The results are interesting:

M.A. 14-8

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When told about this difference in score, the boy said, "Oh, I feel different now; I feel like a new man."

## Roger Test of Personality Adjustment:

Personal Inferiority	12½	12-15	average
Social Inferiority	24	10-14	"
Family Maladjustment	3	7-10	"
Daydreaming	5	2-3	"

Physical change during the six weeks:

# THE CASE OF TERRY

Age: 13  
 Delinquency:  
 6-22-33 Attempted breaking and enter-  
 ing.  
 7-22-33 Attempted breaking and enter-  
 ing a grocery store at night  
 with one other boy.  
 Put on pro-  
 portion.  
 Suspended  
 sentence -  
 Bailey and  
 Put on pro-  
 portion.

Absent from class: 5 times

Medical examination: In a bad auto accident in 1930,  
 which ruptured his bladder,  
 examined his left thigh, and  
 bruised him generally. Has had  
 some difficulty in urinating  
 since. Urine usually. Had this  
 at the age of 13. Less one two  
 years ago.

Desport Group Test: One given first week - E.A. 3-4  
 I.G. 22  
 We did not feel this test was  
 representative of his general  
 intelligence, therefore we gave  
 him the same test at the end of  
 the six weeks. The results are  
 interesting:

E.A. 14-8  
 I.G. 108  
 When told about this difference  
 in score, the boy said, "Oh, I  
 feel different now; I feel like  
 a new man."

## Rogers Test of Personality Adjustment:

Personal Inferiority	125	12-15 average
Social Inferiority	34	10-14 "
Family Maladjustment	5	7-10 "
Daydreaming	5	2-3 "

Physical change during the six weeks:



Weight	- .5 lbs.
Height	+ .3 inches
Neck	Same
Cir. Shoulders	Same
Mus. Ch. rest	+ .3 "
Mus. Ch. inflated	+ .7 "
Mus. Ch. uninflated	+ .2 "
Res. chest rest	Same
Res. chest inflated	+ .1 "
Res. chest uninflated	Same
Smallest waist	+1.2 "
Hips	+ .2 "
Right arm up	+ .5 "
Right arm down	+ .3 "
Right forearm	Same
Left arm up	
Left arm down	
Left forearm	
Right thigh	+ .4 "
Right calf	+ .7 "
Left thigh	+ .4 "
Left calf	+ .2 "

Specific Observations made on the boy as recorded on the Observer's Report Blank:

A reports, Feb. 3 - "He did not appear for his appointment."

A reports, Feb. 11 - "He appeared and seemed reluctant about the whole matter. Mr. J sent word to his home to be present at the school, for he had not appeared at the first meeting."

A reports, Feb. 13 - "He hurt himself while on the bars. Given electric treatment by Mr. Q. Trembling in office. More scared than hurt."

D reports, Feb. 13 - "Too self-conscious."

Weight	- 2 lbs.
Height	+ 2 inches
Neck	Same
Clav. shoulders	Same
Arm. up	+ 2
Arm. out	+ 2
Arm. down	+ 2
Chest	Same
Right arm up	+ 2
Right arm down	+ 2
Left arm up	+ 2
Left arm down	+ 2
Right thigh	+ 2
Left thigh	+ 2
Right calf	+ 2
Left calf	+ 2

Specific observations made on the day as recorded on the observer's report blank:

A report, Feb. 3 - "He did not appear for his appointment."

A report, Feb. 11 - "He appeared and seemed relieved about the whole matter. Mr. J. sent word to his home to be present at the school, for he had not appeared at the first meeting."

A report, Feb. 15 - "He hurt himself while on the bar given electric treatment by Mr. J. Trembling in 02-1100. More sores than last."

A report, Feb. 15 - "Too self-conscious."



A reports, Feb. 18 - "Appears to be in need of special help. Has exhibited himself as seclusive and intent upon 'ducking-out' at every opportunity. He has emphasized his illness considerably, and when slightly injured on the parallel bars, magnified this. He has a long history of illness, and he seems to need a more adequate interpretation of it."

D reports, Feb. 18 - "Still hangs back and does not participate in all of the exercises."

B reports, Feb. 18 - "Frequently hanging back."

J reports, Feb. 18 - "Finds it difficult to keep up with instructors."

A reports, Feb. 25 - "He was placed first in the line during the exercises today. He was very pleased and seemed to accept this as a challenge. He was pleased to see that he could do the exercises. This responsibility seems to be a real incentive."

B reports, Feb. 25 - "Manifesting lack of motor control, especially in judging the effort needed for carrying out a certain exercise."

A reports, Feb. 26 - "There is a world of change in Fred. He is happy in the gym, cooperative and responsive in the discussion. This boy who was afraid of taking exercises, seems to be liking it very

A reporter, Feb. 18 - "Appears to be in need of special help. Has exhibited himself as sensitive and intent upon 'ducking-out' at every opportunity. He has emphasized his illness considerably, and when slightly injured on the parallel bars, magnified this. He has a long history of illness, and he seems to need a more adequate interpretation of it."

B reporter, Feb. 18 - "Still hangs back and does not participate in all of the exercises."

C reporter, Feb. 18 - "Frequently hanging back."

D reporter, Feb. 18 - "Tends to be difficult to keep up with instructors."

E reporter, Feb. 23 - "He was placed first in the line during the exercises today. He was very pleased and seemed to accept this as a challenge. He was pleased to see that he could do the exercises. This responsibility seems to be a real incentive."

F reporter, Feb. 23 - "Manifesting lack of motor control, especially in making the effort needed for carrying out a certain exercise."

A reporter, Feb. 26 - "There is a world of change in Fred. He is happy in the gym, cooperative and responsive in the discussion. This boy who was afraid of taking exercises, seems to be liking it very



thoroughly. His whole attitude seems to have changed for the better."

A reports, Feb. 27 - "He is outstanding in the gym. In the discussion he is a willing contributor and speaks to the point."

A reports, Feb. 28 - "Pleased at getting a gym suit. Said he wanted to be strong. Allowed to take gym clothes home in order to attend a night gym class."

A reports, Mar. 2 - "After going to all the trouble of getting Fred a new gym suit he did not show up for the daily class."

A reports, Mar. 3 - "He explained his absence of the previous day. His excuse was given without much conviction. Nevertheless, it was accepted because he has worked so well the last week that it was feared a reprimand would return him to his old habits."

B reports, Mar. 3 - "Enjoys games and participates well."

A reports, Mar. 4 - "He asked many questions of the speaker during the discussion period today."

A reports, Mar. 6 - "Did not show up today. This is the second absence this week."

A reports, Mar. 9 - "Explained the cause of his absence on Friday. He attributed this absence to ill-

thoroughly. His whole attitude seems to have changed for the better."

A reporter, Feb. 27 - "He is outstanding in the gym. In the discussion he is a willing contributor and speaks to the point."

A reporter, Feb. 28 - "Pleased at getting a gym suit. Said he wanted to be strong. Allowed to take gym clothes home in order to attend a night gym class."

A reporter, Mar. 2 - "After going to all the trouble of getting Fred a new gym suit he did not show up for the daily class."

A reporter, Mar. 3 - "He explained his absence of the previous day. His excuse was given without much conviction. Nevertheless, it was accepted because he has worked so well the last week that it was feared a reprimand would return him to his old habits."

B reporter, Mar. 3 - "Enjoyed games and participated well."

A reporter, Mar. 4 - "He asked many questions of the speaker during the discussion period today."

A reporter, Mar. 5 - "Did not show up today. This is the second absence this week."

A reporter, Mar. 6 - "Explained the cause of his absence on Friday. He attributed this absence to ill-



ness. He contributed a great deal to the discussion."

A reports, Mar. 10 - "He contributed to the discussion by offering remarks on the points discussed. He usually makes a good point and establishes it clearly."

A reports, Mar. 16 - "He continues to put much vigor into his exercises."

A reports, Mar. 18 - "Fred is doing very good work in class."

B reports, Mar. 18 - "Definitely improved. Very attentive, sincere and seemingly happy."

A reports, Mar. 19 - "Was doing considerable smiling today and putting much life into his exercises."

B reports, Mar. 20 - "Fred is a different boy in behavior, attitude and appearance."

### Summary

The change in this boy was nothing short of amazing. Something happened which gave the boy an entirely new outlook. He himself realized the change so much that he commented on it to us, "I feel like a new man". When he started he was a sulky, reticent, non-cooperative fellow, who "ducked out" of everything he could.

His desire to become strong, and the realiza-

ness. He contributed a great deal to the discussion.

A reporter, Mar. 10 - "He contributed to the discussion

also by offering remarks on the points discussed. He

usually makes a good point and establishes it clearly."

A reporter, Mar. 12 - "He continues to put much vigor

into his exercises."

A reporter, Mar. 12 - "He is doing very good work in

class."

B reporter, Mar. 12 - "Definitely improved. Very ac-

tive, sincere and seemingly happy."

A reporter, Mar. 12 - "Was doing considerable walking

today and putting much life into his exercises."

B reporter, Mar. 20 - "Tried in a different way in his

work, attitude and appearance."

Reporter, Mar. 20 - "He is doing very good work in

class."

The change in this boy was nothing short of

amazing. Something happened which gave the boy an

entirely new outlook. He himself realized the change

so much that he commented on it to us, "I feel like a

new man". When he started he was a shy, reticent,

non-cooperative fellow, who "shook out" of every-

thing he could.

His desire to become strong, and the realiz-



tion that he was not a physical weakling after all, seemed to be the very therapeutic device needed by this boy. He has had a long history of illness and this has left him with a sense of physical failure which has apparently dominated his entire outlook.

The second Dearborn Test indicated something of the change in the boy's outlook. On the first test he scored as "feeble-minded". On the last one, given at the end of the six weeks, he scored "normal intelligence".

Again, it must be pointed out that, though this boy has been substantially helped, and has responded to this kind of approach, he needs much help and additional work in classes of this type, here or elsewhere.

Height	+11.0	184.
Weight	+ .2	inches
Neck	+ .3	"
Cir. Shoulders	+ .2	"
Max. Ch. chest	+ .3	"
Min. Ch. inflated	+ .3	"
Min. Ch. uninflated	+ .3	"
Max. chest rest	+ .3	"
Max. chest inflated	+ 1.2	"
Max. chest uninflated	+ .3	"
Smallest waist	+ 1.0	"
Hips	Same	"
Right arm up	+ .3	"
Right arm down	+ .3	"
Right forearm	Same	"
Left arm up	+ .3	"
Left arm down	+ .3	"
Left forearm	+ .3	"
Right thigh	+ .3	"
Right calf	+ .3	"

also that he was not a physical weakling after all, seemed to be the very therapeutic device needed by this boy. He has had a long history of illness and this has left him with a sense of physical failure which has apparently dominated his entire outlook. The second Gestalt Test indicated something of the change in the boy's outlook. On the first test he scored as "feeble-minded". On the last one, given at the end of the six weeks, he scored "normal intelligence".

Again, it must be pointed out that, though this boy has been substantially helped, and has responded to this kind of approach, he needs much help and additional work in classes of this type, here or elsewhere.



THE CASE OF RICHARD

Age: 17

## Delinquency:

1-16-28	Larceny of \$ .14 from a vending machine.	Put on probation.
1-17-36	Using motor vehicle with another boy.	Given suspended sentence and put on probation.

Absent from class: 0 times

Medical examination: Negative

Dearborn Group Test: M.A. 13-2

I.Q. 94

## Roger Test of Personality Adjustment:

Personal Inferiority	10	10-12 average
Social Inferiority	17	10-12 "
Family Maladjustment	19	7-10 "
Daydreaming	7	2-3 "

## Physical change during the six weeks:

Weight	+11.0	lbs.
Height	+ .2	inches
Neck	+ .2	"
Cir. Shoulders	+ .2	"
Mus. Ch..rest	+ .3	"
Mus. Ch. inflated	+ .3	"
Mus. Ch. uninflated	+ .5	"
Res. chest rest	+ .5	"
Res. chest inflated	+ 1.2	"
Res. chest uninflated	- .5	"
Smallest waist	+ 1.0	"
Hips	Same	
Right arm up	+ .9	"
Right arm down	+ .5	"
Right forearm	Same	
Left arm up	+ .3	"
Left arm down	+ .5	"
Left forearm	+ .2	"
Right thigh	+ .3	"
Right calf	+ .3	"





Left thigh	+	.5 inches
Left calf	+	.4 "

Specific Observations made on the boy as recorded on the Observer's Report Blank:

A reports, Feb. 4 - "He wanted to come back another day for a physical examination. He said he had not had a bath. Nevertheless, he looked clean and his underwear looked clean. We told him he was clean enough."

A reports, Feb. 11 - "He showed off considerably when members of the group told their names in fireplace room. He said in a loud and fresh voice, 'Richard ---'. Everybody laughed. All the rest of the boys were modest. After the talk he spoke to the speaker about a matter of law involved in his case before the Judge. Also bragged about going 90 miles per hour in a stolen car. Said he had never been in Court before; this was not true."

B reports, Feb. 11 - "Showing off excessively. No particular response from the group."

A reports, Feb. 12 - "Swaggered around like a pugilist at times. His socks and underwear in a bad condition. Asked speaker if the fact that he had had his fingerprints taken would prevent him from securing a driver's

Left chair 4 8 inches  
Left wall 4 4

Specific Observations made on the boy as recorded on the Observer's Report Sheet

A reporter, Feb. 8 - "He started to come back another day for a physical examination. He said he had not had a bath. Nevertheless, he looked clean and his underwear looked clean. He told him he was clean enough."

A reporter, Feb. 11 - "He showed off considerably when members of the group told their names in English room. He said in a loud and fresh voice, 'Richard' - Everybody laughed. All the rest of the boys were modest. After the talk he spoke to the speaker about a matter of law involved in his case before the Judge. Also bragged about going 50 miles per hour in a stolen car. Said he had never been in Court before; this was his first."

A reporter, Feb. 11 - "Showing off excessively. No particular response from the group."

A reporter, Feb. 12 - "Swaggered around like a pugilist at times. His socks and underwear in a bad condition. Asked speaker if the fact that he had had his finger-print taken would prevent him from securing a driver's



license. Second day he had interviewed speaker."

A reports, Feb. 13 - "He made a wisecrack during the discussion. Everybody laughed - he seems to be trying to be the 'wit' of the class."

F reports, Feb. 13 - "Seems as if he likes to play up. Wants to be observed; will do anything to gain attention."

D reports, Feb. 13 - "He leaves one with the impression that he is desirous of gaining attention, particularly the instructor in the gym, and that of the daily speaker."

J reports, Feb. 14 - "Wants to be in the limelight; very forward."

A reports, Feb. 14 - "He said, 'Good night', to all adults at the close of the afternoon. He said his car ticket was not accepted in the afternoon. Only good when used at night. He complained to Mr. Q that the spectators in the gym knew boys were delinquents, and he didn't like this.

He appears to be in need of special help. He is trying hard to gain attention at every turn. He talks, at times, with the obvious intent of establishing himself as the 'class wit'. He usually is the only one in the class to talk to the speaker after

license. Second day he had interviewed speaker."

A reporter, Feb. 13 - "He made a wisecrack during the discussion. Everybody laughed - he seems to be trying to be the 'wit' of the class."

F. reporter, Feb. 13 - "Seems as if he likes to play up. Wants to be observed; will do anything to gain attention."

B reporter, Feb. 13 - "He leaves one with the impression that he is desirous of gaining attention, particularly the instructor in the gym, mother of the daily speaker."

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He appears to be in need of special help. He is trying hard to gain attention at every turn. He talks, at times, with the obvious intent of establishing himself as the 'class wit'. He usually is the only one in the class to talk to the speaker after



the discussion."

A reports, Feb. 17 - "Wanted class in the morning."

D reports, Feb. 17 - "Still trying to impress one that he is a 'tough' fellow; reference to his remarks concerning car tickets; and his general style of expressing himself."

A reports, Feb. 18 - "Still showing off. Class is not responding to him any more."

B reports, Feb. 18 - "Showing off as in the beginning. It may become necessary to talk to him about it; I would, however, wait for another week. Reaction of group toward his show-off-ism seems to be indifference rather than encouragement; this may help to straighten out this tendency, (although he seems to be quite satisfied by the mere fact of having an audience, regardless of any specific response.)"

A reports, Feb. 19 - "Took special pains to tell Mr. that he had been on the first team at the Angel Guardian."

A reports, Feb. 20 - "Showing off on the apparatus. Seemed to talk in the discussion period."

A reports, Feb. 24 - "He was given the assignment to pass out car tickets. Was four short; this embarrassed him very much. I had the feeling that he

the discussion."

A reporter, Feb. 17 - "Wanted class in the morning."

B reporter, Feb. 17 - "Still trying to impress one  
that he is a 'tough' fellow; reference to his remarks  
concerning car, tickets and his general style of ex-  
pressing himself."

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not responding to him any more."

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It may become necessary to talk to him about it; I  
would, however, wait for another week. Reaction of  
group toward his show-off-ism seems to be indifferent  
rather than encouragement; this may help to strengthen  
and this tendency, (although he seems to be quite en-  
titled by the mere fact of having an audience, re-  
gardless of any specific response.)"

A reporter, Feb. 18 - "Took special pains to tell Mr.  
that he had been on the first team at the Angel  
Guardian."

A reporter, Feb. 20 - "Showing off on the apartment.  
Seemed to talk in the discussion period."

A reporter, Feb. 24 - "He was given the assignment to  
pass out car tickets. Was four hours; this subor-  
dinated him very much. I had the feeling that he



wanted to do the right thing. He came into the office and told me, 'This is what honestly happened. Certain of the boys got back into the line to get tickets the second time.' I did not want him to experience his first trust as failure; therefore, I told him that tomorrow I would give him the tickets again, but he would have to check each one out of the room to be sure that the right number was distributed to each boy."

B reports, Feb. 25 - "Inclined to tease and kick; showing off, too. This, however, got noticeably better toward the end of the period. Is all right in class; participates in discussion without disturbing obtrusiveness and self-demonstration."

A reports, Mar. 2 - "As usual, made several attempts to engage the class in a loud conversation; the class pays little or no attention to his remarks. He told the group at large that he goes to bed at 2 A.M. and sleeps until 9 A.M."

B reports, Mar. 3 - "Seems to see a new chance for clowning, but has little success. Falls badly; takes it very well, and does not capitalize the accident as a means to show off."

A reports, Mar. 4 - "Is still holding back on some





of the exercises. He took an active part in the discussion, however."

F reports, Mar. 4 - "Is still striving to create an impression."

B reports, Mar. 6 - "No clowning. Sincere participation."

A reports, Mar. 10 - "Insists on talking. He snaps his fingers until the discussion leader recognizes him. He usually wants to rise to his feet to talk even though the group is quietly seated by a table."

B reports, Mar. 10 - "Not clowning, but too talkative. Little restraint."

A reports, Mar. 11 - "Was so insistent on talking that the speaker told him to give one of the others a chance to state his views on the question. He seems to be always looking for approval."

A reports, Mar. 16 - "Has acquired the habit of not doing the complete list of exercises. When the period is over he says 'Good night' to everyone, even the visitors."

J reports, Mar. 19 - "Likes to be the center of attraction. Makes a great deal of any little bruise or blow."

A reports, Mar. 19 - "Was overheard talking to some

of the exercises. He took an active part in the discussion, however."

Report, Mar. 4 - "is still striving to create an impression."

Report, Mar. 8 - "No sleeping. Chinese carried-  
back."

Report, Mar. 10 - "Insists on talking. He says his fingers until the discussion leader recognizes him. He usually wants to rise to his feet to talk even though the group is quietly seated at a table."

Report, Mar. 10 - "Not sleeping. But too sensitive. Little complaint."

Report, Mar. 11 - "Was so insistent on talking that the speaker told him to give one of the others a chance to state his views on the question. He seems to be always looking for approval."

Report, Mar. 12 - "Has adopted the habit of not doing the complete list of exercises. When the list is over he says 'Good night' to everyone, even the waitress."

Report, Mar. 12 - "Likes to be the center of attention. Makes a great deal of any little thing or blow."

Report, Mar. 12 - "Was overheard talking to some



other boys - 'I'll be here in the class next period. I'll get in some way. I'll tell them I am still on probation. After I started coming down here, I felt like coming every day.'

Was slightly hurt in the wrist. He took great delight in showing his arm to the rest of the boys. He has talked for many days about the teeth that have been pulled. The boys told him today that they didn't care to hear any more about his teeth."

B reports, Mar. 20 - "His show-off-ism has, to a considerable extent, given place to a more sincere attitude. His attachment to group and leaders does not appear as a mere craving for recognition, but something more deep-seated and genuine."

### Summary

At the end of our experience with this boy we were just at the point where we were able to do something for him. The symptomatic side of his behavior had not radically altered, but his warm personal attachment to the leaders of the group promised to be one of the strong influences in his life.

His attitude on the last day was nearly pathetic. Though he could not exercise because of his

other boys - 'I'll be here in the class next period.  
I'll get in some way. I'll tell them I am still on  
probation. After I started coming down here, I felt  
like coming every day.'

Was slightly hurt in the wrist. He took  
great delight in showing his arm to the rest of the  
boys. He has talked for many days about the results  
that have been gained. The boys told him today that

they didn't care to hear any more about his lecture.  
H. Roberts, Bar. 20 - "His show-off-like talk, to a non-  
alterable extent, gives place to a more sincere atti-  
tude. His assignment to group and leaders does not  
appear as a mere striving for recognition, but some-  
thing more deep-seated and genuine."

#### Summary

At the end of our experience with this boy  
we were just at the point where we were able to do  
something for him. The sympathetic side of his be-  
havior had not radically altered, but his new per-  
sonal assignment to the leaders of the group promised  
to be one of the strong influences in his life.  
His attitude on the last day was nearly re-  
stated. Though he could not express himself because of his



injured arm, he stayed close to the group, for, as he expressed it, 'when you've been with the boys so long, it's nice to stay with them'. His last day was less noisy and much more sincere.

This boy desperately needs friendships which can mean something to him. He needs some place where his opinions are respected and where he can feel his life and motives are understood. We have suggested that this boy continue with us in some way in the future to capitalize on the rapport that has been set up.

Social Inferiority	23	10-12	"
Family Maladjustment	10	7-10	"
Daydreaming	9	3-5	"

#### Physical change during the six weeks:

Weight	+3.0	lbs.
Height	+1.5	inches
Neck	+ .3	"
Clav. Shoulders	+1.0	"
Wes. Ch. rest	+ .3	"
Wes. Ch. inflated	+ .5	"
Wes. Ch. uninflated	- .2	"
Wes. chest rest	+3.5	"
Wes. chest inflated	+5.0	"
Wes. chest uninflated	+2.5	"
Smallest waist	+ .0	"
Elbow	+1.0	"
Right arm up	+ .5	"
Right arm down	+ .4	"
Right forearm	+ .5	"
Left arm up	+ .5	"
Left arm down	+ .5	"
Left forearm	+ .3	"
Right thigh	+ .3	"
Right calf	Same	"
Left thigh	Same	"
Left calf	+ .0	"





THE CASE OF PHILIP

Age: 16

Delinquency:

12-21-35 Larceny of gloves valued at \$6.00 Given suspended sentence and placed on probation.

Absent from class: 0 times

Medical examination: Negative except acne over back

Dearborn Group Test: M.A. 15-6

I.Q. 111

Roger Test of Personality Adjustment:

Personal Inferiority	8½	12-15 average
Social Inferiority	13	10-12 "
Family Maladjustment	10	7-10 "
Daydreaming	0	2- 3 "

Physical change during the six weeks:

Weight	-3.0	lbs.
Height	+1.5	inches
Neck	+ .3	"
Cir. Shoulders	+1.5	"
Mus. Ch. rest	+ .2	"
Mus. Ch. inflated	+ .5	"
Mus. Ch. uninflated	- .8	"
Res. chest rest	+3.5	"
Res. chest inflated	+3.0	"
Res. chest uninflated	+3.5	"
Smallest waist	+ .6	"
Hips	-1.0	"
Right arm up	+ .5	"
Right arm down	+ .4	"
Right forearm	+ .5	"
Left arm up	+ .5	"
Left arm down	+ .5	"
Left forearm	+ .3	"
Right thigh	+ .3	"
Right calf	Same	
Left thigh	Same	
Left calf	+ .5	"





Specific Observations made on the boy as recorded on the Observer's Report Blank:

A reports, Feb. 3 - "Appeared for his appointment. Was very cooperative. He carried on a conversation with the doctor during the examination. Doctor impressed with him as a high type boy. Stated friends had tried to talk him out of coming. They had thought the examination was to be held the following week. Was clear in his own mind that the examination was this Monday."

A reports, Feb. 12 - "Permitted to lead the running - modest about it."

D reports, Feb. 12 - "Appears to be profiting by both gym activities and conferences."

J reports, Feb. 14 - "Seems to absorb a good deal of the talk - studious."

J reports, Feb. 17 - "Very good."

D reports, Feb. 17 - "In general, very deliberate in his actions; attentive, but has a tendency to look about him and to observe what is going on, when his eyes should be on the gym instructor."

A reports, Feb. 20 - "He is quiet, though giving the impression that he likes the work."

B reports, Feb. 25 - "As usual, serious and reserved."





In class, taking discussion most seriously."

A reports, Feb. 26 - "Very reliable and the boys respect him. Found a wallet lost by Richard and returned it to him."

A reports, Feb. 26 - "Was very friendly today. He talked a great deal about his home life. He said that his trouble started when he began to quit school; also, 'sometimes a fellow just isn't himself.'"

A reports, Feb. 27 - "The boys are beginning to look up to him as a leader."

B reports, Feb. 28 - "As to sincerity of effort and as to exactness, Philip was outstanding."

A reports, Mar. 4 - "Although mild, is very effective, and seems to have good ability. Adam looks up to him a great deal."

F reports, Mar. 6 - "Continues to improve, and is one of the best in the class."

B reports, Mar. 10 - "Interested but reticent. Apparently annoyed by Richard's obtrusive eagerness."

A reports, Mar. 11 - "Made a good summary of the discussion."

J reports, Mar. 12 - "Apparently thinks out the situations before his discussion of them."

A reports, Mar. 13 - "Was 15 minutes late. He had

In class, taking discussion most seriously."  
A report, Feb. 28 - "Very reliable and the boys res-  
 pect him. Found a wallet lost by Richard and re-  
 turned it to him."  
A report, Feb. 28 - "Was very friendly today. He  
 talked a great deal about his home life. He said  
 that his trouble started when he began to quit school;  
 also, 'sometimes a fellow just isn't himself.'"  
A report, Feb. 29 - "The boys are beginning to look  
 up to him as a leader."  
B report, Feb. 28 - "As to sincerity of effort and  
 as to exactness, Philip was outstanding."  
A report, Mar. 4 - "Although wild, is very effective,  
 and seems to have good ability." Adam looks up to  
 him a great deal."  
B report, Mar. 8 - "Continues to improve, and is one  
 of the best in the class."  
B report, Mar. 10 - "Interested but reticent. Ap-  
 parently annoyed by Richard's obstinate egotism."  
A report, Mar. 11 - "Made a good summary of the dis-  
 cussion."  
B report, Mar. 12 - "Apparently thinks out the argu-  
 ments before his discussion of them."  
A report, Mar. 13 - "Was 15 minutes late. He had



forgotten his gym suit and had returned to his home to get it."

### Summary

Everything that was said about this boy was favorable. He cooperated in every way possible; he was serious in his effort to do right; he assumed leadership on occasions; he contributed to the group discipline and to the group thinking. Sincerity marked all of his behavior.

Delinquency in such a boy may be a perfectly accidental matter, and probation should be of such a type that it aids the boy in understanding his slip, and in thinking through his future plan of action. This, we believe, happened to the boy in this class. He was given every chance to emphasize his constructive qualities and a chance to interpret his temporary weaknesses.

This boy gives every promise of being a good citizen. He can be used in some form of leadership in subsequent experiments of this type.





THE CASE OF MAT

Age: 14

Delinquency:

9-10-35 Larceny of 6 shoes valued Placed on pro-  
 at \$11.85 bation.

Absent from class: 2 times

Medical examination: Slightly underdeveloped and under-  
 nourished

Dearborn Group Test: M.A. 12-6  
 I.Q. 89

Roger Test of Personality Adjustment:

Personal Inferiority	10	12-15	average
Social Inferiority	15	10-12	"
Family Maladjustment	12	7-10	"
Daydreaming	1	2-3	"

Physical change during the six weeks:

Weight	+1.0	lbs.
Height	+ .3	inches
Neck	+ .5	"
Mus. Ch. rest	Same	
Mus. Ch. inflated	+ .8	"
Mus. Ch. uninflated		
Res. chest rest		
Res. chest inflated		
Res. chest uninflated		
Smallest waist	Same	
Largest waist		
Hips	+1.0	"
Right arm up	Same	
Right arm down	+ .5	"
Right forearm	Same	
Left arm up	+ .5	"
Left arm down	+ .7	"
Left forearm	+1.0	"
Right thigh	+ .2	"
Right calf	+1.0	"
Left thigh	Same	
Left calf	Same	





Specific Observations made on the boy as recorded on the Observer's Report Blank:

A reports, Feb. 3 - "He did not appear for his appointment."

A reports, Feb. 14 - "Absent today."

A reports, Feb. 18 - "Letter from his sister about his absence."

J reports, Feb. 19 - "Very poor during gym period. He volunteered to walk home tonight, due to a car ticket shortage. Put a great deal of effort into his gym period."

A reports, Feb. 26 - "Wrestling with Wendel in the locker room - told to grow up."

A reports, Mar. 6 - "Did considerable talking with Wendel during the period."

A reports, Mar. 9 - "Made a good impression because of his straightforwardness during the discussion."

A reports, Mar. 11 - "Doing very well during the discussion. Seems very sincere."

J reports, Mar. 12 - "Took an active part in the discussion."

Summary

It will be noticed that we have few comments

Specific Observations made as the boy is recorded on  
the Observer's Report Blank:

A reporter, Feb. 3 - "He did not appear for his appointment."

A reporter, Feb. 14 - "Absent today."

A reporter, Feb. 18 - "Letter from his sister about his absence."

A reporter, Feb. 19 - "Very poor during gym period. He volunteered to walk home tonight, due to a car pick-up shortage. But a great deal of effort into his gym period."

A reporter, Feb. 23 - "Wrestling with Wendel in the locker room - told to grow up."

A reporter, Mar. 6 - "Did considerable talking with Wendel during the period."

A reporter, Mar. 9 - "Made a good impression because of his straightforwardness during the discussion."

A reporter, Mar. 11 - "Doing very well during the discussion. Seems very sincere."

A reporter, Mar. 12 - "Took an active part in the discussion."

Summary

It will be noticed that we have few comments



on the group behavior of this boy. In this case I think that it does not mean a lack of positiveness, but merely the fact that the boy fitted into the group unobtrusively. The reports that we do have on the boy tell of a sincere effort on his part to cooperate and to do his best.

We have a very good impression of the boy. His behavior in no sense suggests deceit or deception. His association with Wendel is hardly to be desired, but this does not seem to be a very deep type of friendship. This boy seems superior in character to his friend and does not take him very seriously.

This boy needs some good friends to assist him during the next few years. He has good material in him, from the social point of view, and can probably be made into a good citizen without any serious, long treatment.

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We have a very good impression of the boy. His behavior is no more suggestive of delinquency. His association with Wendel is hardly to be desired, but this does not seem to be a very deep type of friendship. This boy seems superior in character to his friend and does not take him very seriously. This boy needs some good friends to assist him during the next few years. He has good material in him, from the social point of view, and can probably be made into a good citizen without any serious long treatment.



THE CASE OF HARTMAN

Age: 16

Delinquency: Larceny of two live turkeys with another boy  
Found delinquent and given suspended sentence to Shirley

Absent from class: 2 times

Medical examination: Negative except for bad acne on face and forehead

Dearborn Group Test: M.A. 8-8  
I.Q. 62

Roger Test of Personality Adjustment:

Personal Inferiority	18	12-15	average
Social Inferiority	22	10-12	"
Family Maladjustment	16 $\frac{1}{2}$	7-10	"
Daydreaming	2	2-3	"

Physical change during the six weeks:

Weight	+5.0	lbs.
Height	+1.5	inches
Neck	+ .6	"
Cir. Shoulders	+1.0	"
Mus. Ch. rest	+ .5	"
Mus. Ch. inflated	+1.0	"
Mus. Ch. uninflated	Same	
Res. chest rest	+2.0	"
Res. chest inflated	+2.0	"
Res. chest uninflated	+2.0	"
Smallest waist	+2.5	"
Largest waist	+	
Hips	+1.5	"
Right arm up	+ .5	"
Right arm down	+1.0	"
Right forearm	+ .5	"
Left arm up	+ .2	"
Left arm down	+ .2	"
Left forearm	+ .5	"
Right thigh	+ .5	"





Right calf	+ .5 inches
Left thigh	+ .5 "
Left calf	Same

Specific Observations made on the boy as recorded on the Observer's Report Blank:

A reports, Feb. 12 - "His face and hands dirty."

D reports, Feb. 12 - "Not natural or athletic in his performance at gym period."

D reports, Feb. 13 - "He thinks too much of himself while engaged in any performance. Not natural, or at ease."

J reports, Feb. 14 - "He always looks in need of a bath."

A reports, Feb. 14 - "Told to come early on Monday to take Dearborn Test."

A reports, Summary of the Week - "Seems somewhat more considerate of his hands and face. They appear cleaner each day he comes to class."

A reports, Feb. 17 - "Appeared completely indifferent today. Showed up particularly badly in the gym - listless."

J reports, Feb. 17 - "His mind seems to be on other matters. No rhythm to his work - stiff."

D reports, Feb. 17 - "During the gym period he gives signs of not understanding the purpose of each drill."

Right calf 4.5 inches  
Left calf 4.5  
Same

Specific Observations made on the boy as recorded on the Observer's Report Blank:

A reports, Feb. 12 - "His face and hands dirty."  
D reports, Feb. 12 - "Not natural or epileptic in his performance at gym period."  
D reports, Feb. 12 - "He thinks too much of himself while engaged in any performance. Not natural, or at ease."  
I reports, Feb. 14 - "He always looks in need of a bath."  
A reports, Feb. 14 - "Told to come early on Monday to take Bearfoot Test."  
A reports, Summary of the Week - "Seems somewhat more considerate of his hands and feet. They appear clean or each day he comes to class."  
A reports, Feb. 17 - "Appeared completely indifferent today. Showed up particularly badly in the eye - listless."  
I reports, Feb. 17 - "His mind seems to be on other matters. No rhythm to his work - still."  
D reports, Feb. 17 - "During the gym period he gives signs of not understanding the purpose of each drill."



He is careless and indifferent in the posture he assumes for the various routines."

D reports, Feb. 18 - "Still hangs back and does not participate in all of the exercises."

B reports, Feb. 18 - "Occasionally hanging back."

A reports, Feb. 19 - "Still doesn't seem to get the main idea or purpose of each drill."

A reports, Feb. 20 - "Refused several times to enter the exercises."

H reports, Feb. 21 - "Especially during the weight-lifting period appeared most indifferent and disinterested. Self-conscious of the spectators."

A reports, Feb. 25 - "During the exercises, had to be coaxed. When he found one exercise that he could accomplish, he was first in line."

B reports, Feb. 25 - "Hanging back repeatedly; particularly in different exercises; participating in easy ones - sitting around grudgingly. Completely passive in class session, and shouts at its end disdainfully 'Oh - school is out!'"

B reports, Feb. 28 - "Is apparently not coming across at all, not on account of inhibitions, but as it looks to me, on account of deliberate resistance; is snobbish; 'wise-guy' attitude."

He is careless and indifferent in the posture he assumes for the various routines."

Report, Feb. 18 - "Still hangs back and does not participate in all of the exercises."

Report, Feb. 18 - "Occasionally hanging back."

Report, Feb. 19 - "Still doesn't seem to get the main idea or purpose of each drill."

Report, Feb. 20 - "Refused several times to enter the exercises."

Report, Feb. 21 - "Apparently during the weight-lifting period appeared more indifferent and disinterested."

Report, Feb. 22 - "During the exercises, had to be coaxed. When he found one exercise that he could accomplish, he was first in line."

Report, Feb. 23 - "Hanging back noticeably; participating in different exercises; participating in easy ones - sitting around grudgingly. Completely passive in class session, and shows it in his daily work - school is dull."

Report, Feb. 24 - "Is apparently not coming across as well, not on account of indolence, but as if looking to me, on account of deliberate resistance; is showing 'wise-guy' attitude."

Report, Feb. 25 - "Hanging back noticeably; participating in different exercises; participating in easy ones - sitting around grudgingly. Completely passive in class session, and shows it in his daily work - school is dull."

Report, Feb. 26 - "Hanging back noticeably; participating in different exercises; participating in easy ones - sitting around grudgingly. Completely passive in class session, and shows it in his daily work - school is dull."

Report, Feb. 27 - "Hanging back noticeably; participating in different exercises; participating in easy ones - sitting around grudgingly. Completely passive in class session, and shows it in his daily work - school is dull."

Report, Feb. 28 - "Hanging back noticeably; participating in different exercises; participating in easy ones - sitting around grudgingly. Completely passive in class session, and shows it in his daily work - school is dull."



A reports, Mar. 2 - "Looks and acts as if he were completely detached from group."

B reports, Mar. 3 - "Participates well. Does not cooperate in ball games, however; never gives the ball to a partner who has a better chance to hit an opponent, but shoots under all circumstances."

A reports, Mar. 5 - "Hung back today on nearly all the exercises. Mr. A had to draw him into the exercises nearly every time. He seems to lack confidence. When there is an exercise which he thinks he can do without difficulty, he does not hesitate in the least."

B reports, Mar. 6 - "Still reluctant, but better and more positive than ever."

F reports, Mar. 6 - "Found the exercises difficult because of lack of coordination."

B reports, Mar. 10 - "Watches procedure closely, but is completely silent, with an air of indifference (or stupidity; I am not sure whether he needs a stronger appeal, a stiffer training, or specific treatment)."

A reports, Mar. 11 - "Given no car tickets today; did no complaining."

I reports, Mar. 12 - "Seemed anxious to get out."

A reports, Mar. 16 - "As usual, not cooperating."

J reports, Mar. 18 - "Very neat-looking today. Very





different from his usual appearance."

B reports, Mar. 18 - "Fair in drill and class. His poker face hardly loosens."

J reports, Mar. 19 - "Lacks confidence in himself in the gym."

I reports, Mar. 19 - "Self-confidence is lacking. With encouragement he does things which surprise and please him. Never seems vitally interested in the group activities - play, lectures, and discussions."

A reports, Mar. 19 - "Came over to the gym instructor today and said, 'I can't do that one'. The instructor replied, 'You can try'. He went back and tried and was able to do the exercise. There are certain times when he completely loses confidence."

A reports, Mar. 20 - "Has caught Mr. Q's eye this last week, for tonight he commented on the positive gains this boy has made during just the last week."

B reports, Mar. 20 - "Remains an outsider; but his self-imposed isolation has changed noticeably, though not basically."

Did not put in anything and did not get much out of the experience, either on account of mere reluctance (disciplinary problem) or of a more intricate personality disorder (therapeutic problem). Even to





these cases the group experience has been beneficial; in all the other cases the group approach has obviously been preferable, adequate and effective."

### Summary

This boy's Dearborn Test seems representative, for throughout the six weeks, he failed to do anything which justifies rating him above the feeble-minded level. He did not participate because he could not. Competition and discussion were out of his range. The only reaction we can expect from him is the type we got.

I do not have the impression that there is anything pathological in this boy's picture. He is inferior in intelligence and behavior, and found most of the things in this experiment too difficult for him.

Physical training, education in hygiene, etc. such as he received in this experiment, is about all that can be done for him. If he can be taught cleanliness and be encouraged into developing a simple set of habits, a substantial gain has been made. He will always be an easy mark for some delinquent companion.

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# Summary

This boy's behavior has been representative, for throughout the six weeks, he failed to do anything which justified rating him above the feeble-minded level. He did not participate because he could not. Competition and discussion were out of his range. The only reaction we can expect from him is the type we got. I do not have the impression that there is anything pathological in this boy's picture. He is inferior in intelligence and behavior, and found most of the things in this experiment too difficult for him. Physical training, education in hygiene, etc. much as he received in this experiment, is about all that can be done for him. It can be taught cleanliness and be encouraged into developing a simple set of habits, a substantial gain has been made. He will always be an easy mark for some delinquent suggestion.



THE CASE OF JERRY

Age: 16

Delinquency:	Attempted breaking and entering a store with several other boys	Given a suspended sentence and placed on probation
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Absent from class: 9 times

Medical examination: Negative

Dearborn Group Test: M.A. 15-2  
I.Q. 108

N.B. - This boy was excused for a number of weeks because of a job. He missed a number of the routine matters and therefore little can be said about him.

Specific Observations made on the boy as recorded on the Observer's Report Blank:

A reports, Feb. 3 - "Appeared on time. Took the Dearborn Test. He said he hoped to take off some of his fat in the gym. Appeared interested in the school."

D reports, Feb. 12 - "Appears to be profiting by both gym activities and conference."

J reports, Feb. 14 - "Very quiet; works very well, but not very spontaneous. Seems to be deep type."

A reports, Feb. 14 - "In the locker room, trying to be funny, said, 'When is Warden Lawes of Sing Sing coming up to speak to us?'"

A reports, Summary of the Week - "Was so sober during the first of the week that Mr. Q asked him if he ever

THE CASE OF JERRY

Age: 16  
Delinquency: Attempted breaking and entering a store with several other boys  
Given a suspended sentence and placed on probation

Absent from class: 9 times

Medical examination: Negative

Desertion Group Test: N.A. 13-8  
I.S. 108

N.B. - This boy was excused for a number of weeks because of a job. He missed a number of the routine matters and therefore little can be said about him.

Specific Observations made on the boy as recorded on the Observer's Report Blank:

A reporter, Feb. 3 - "Appeared on time. Took the Desertion Test. He said he hoped to take all some of his

part in the gym. Appeared interested in the school."

B reporter, Feb. 12 - "Appears to be gratified by both gym activities and conference."

A reporter, Feb. 14 - "Very quiet; works very well, but not very spontaneous. Seems to be deep type."

A reporter, Feb. 14 - "In the locker room, trying to be funny, said, 'When is garden hose of King King coming up to speak to me?'"

A reporter, Summary of the Week - "Has no other during the first of the week that Mr. B asked him if he ever



smiled. Toward the end of the week he was grinning during much of the period. Both Mr. P and Mr. Q noticed this."

A reports, Feb. 17 - "Did some complaining about the time of the class."

J reports, Feb. 17 - "Shows no enthusiasm."

D reports, Feb. 14 - "During talk by Mr. V, appeared attentive but not particularly interested; seems to have no enthusiasm for sports."

A reports, Feb. 20 - "Actually made a contribution to the discussion."

A reports, Mar. 2 - "Maintains his seclusiveness. He does everything as told, but never warms up to either the boys or the leaders. There are times when I feel that he very much wants to talk and be friendly, but just can't bring himself to the point of doing it."

A reports, Mar. 4 - "Had his physical examination. Did not have it with the group when the experiment began."

A reports, Mar. 5 - "Absent today. Boys asserted that he had a job, and was not coming any more."

A reports, Mar. 20 - "Was back in class today. Seemed friendly and talkative."

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A reporter, Mar. 4 - "Had his physical examination. Did not have it with the group when the experiment began."

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### Summary

We do not have a very complete picture of this boy. The picture we did get was mostly in his favor. He seemed somewhat seclusive, but made a real attempt to warm up at times.

The plan had to be abandoned, for the space and effort required for this one part of the experiment would have been too great when taken in proportion to the rest of the investigation.

Some of the reports are inadequate, both as to length and content. Three different stenographers were used in getting the summaries and this did not aid the uniformity of the reporting. The best reports will be found in the last part of this chapter, for after the middle of the experiment, one person did the entire reporting & at least uniformly.

Summary

We do not have a very complete picture of this boy. The picture we did get was mostly in his favor. He seemed somewhat tentative, but made a real attempt to warm up at times.



## TALK IV MR. I

A REPORT ON THE TALKS AND DISCUSSIONS

Our original intention was to get a verbatim report of all the talks and discussions. The plan had to be abandoned, for the space and effort required for this one part of the experiment would have been too great when taken in proportion to the rest of the investigation.

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TALK BY MR. I

February 10, 1936

Mr. I opened informally, with the boys sitting around the room. Mr. I himself remained seated. He told the boys that early in the history of the world, the people had found it necessary to have rules by which to live. In the history of civilization laws of many kinds had to be formed. Today we find it necessary for all to live by these rules. If we violate the rules of society, we find we are punished in some way, for it has become necessary to protect and enforce the laws which are of such importance for human life. He told a story about an experience in the Rocky Mountains.

A man had come into one of the mountain cabins to live with two other men. The man believed that he could do exactly as he pleased, even to the extent of violating the hygiene of the cabin. Both men decided to assert their rights and insisted that the violator be put out. The violator then faced the alternative of complying with the wishes of his companions, or getting out. Finally, he had to get out. Mr. I pointed out here that life today is just like that. We

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have to obey the rules of the game or suffer the consequences.

February 11, 1938

He pleaded with the boys to take the present opportunity to learn how to play the rules of the game so that, in the future, they would be able to live peacefully in society.

get a little better acquainted, and try to work together as a group. By the way of our acquaintance, let us tell each other our names." (Each one of the group was introduced in this manner, including the visitors.)

Mr. IX continued to say that during the next weeks the boys would meet many interesting and attractive persons, all of whom had one aim - this was to help the boys and to be their friends. These busy men, who were to come to be with the boys were willing to put in the time because they believed the boys were worth investing their time in. In order to be worthy of the effort and time of these men, each boy had to make a sincere effort to enter into the experiment with all his enthusiasm.

Mr. II then explained that the topic for this week was the Organization of Society, and that each speaker would try to tell how society works, how the courts work, how the law works, how the schools work,

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sequences.

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INTRODUCTORY TALK BY MR. II

February 11, 1936

"Yesterday we were just having the preliminaries and getting acquainted with the building, etc. Today we are going to try to get a little better acquainted, and try to work together as a group. By the way of our acquaintance, let us tell each other our names." (Each one of the group was introduced in this manner, including the visitors.)

Mr. II continued to say that during the next weeks the boys would meet many interesting and attractive persons, all of whom had one aim - this was to help the boys and to be their friends. These busy men who were to come to be with the boys were willing to put in the time because they believed the boys were worth investing their time in. In order to be worthy of the effort and time of these men, each boy had to make a sincere effort to enter into the experiment with all his enthusiasm.

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INTERVIEW WITH MR. II

February 11, 1933

"Yesterday we were just having the program-  
 naries and getting acquainted with the building, etc.  
 Today we are going to try to get a little better ac-  
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 help the boys and so be their friends. These boys  
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 worthy of the effort and time of these men, each boy  
 had to make a sincere effort to enter into the experi-  
 ment with all his enthusiasm.

Mr. II then explained that the topic for this  
 week was the Organization of Society, and that each  
 speaker would try to tell how society works, how the  
 groups work, how the law works, how the schools work,



etc. Yesterday Mr. I explained the necessity of Courts in society; today Mr. III would talk on law and how it became a part of the organization of society.

After hearing the boys introduce themselves, this being only their second meeting, Mr. III expressed a desire to introduce himself in a similar manner, and thus speak as one of them. His subject for the afternoon was "Law, Why it is Necessary, and its Relation to Society".

Mr. III admitted that, although there were only three letters in "law", it was nevertheless one of the hardest subjects on which to talk. Every person has his own conception of what law is.

"Tomorrow we celebrate the birthday of one of the greatest lawyers this country ever produced, Abraham Lincoln", Mr. III said. "His conception of law was as simple as his appearance. But this idea of law, although simple, was strong and true." To illustrate this point Mr. III cited the following example:

"It seems that Lincoln was the defense attorney for a poor man who was accused of murder. The state had a star witness who swore that he saw the murder committed. Lincoln first asked a few questions, discovered that the witness was the murder committed on





TALK BY MR. III

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THE H. H. III

February 11, 1933

After hearing the boys introduce themselves, this being only their second meeting, Mr. H. H. III expressed a desire to introduce himself in a similar manner, and thus speak as one of them. His subject for the afternoon was "Law, Why it is necessary, and the Relation to Society".

Mr. H. H. III admitted that, although there were only three factors in "Law", it was nevertheless one of the hardest subjects on which to talk. Every person has his own conception of what law is.

"Tomorrow we celebrate the birthday of one of the greatest lawyers this country ever produced, Abraham Lincoln", Mr. H. H. III said. "His conception of law was as simple as his appearance. But this idea of law, although simple, was strong and true."

At this point Mr. H. H. III cited the following example: "It seems that Lincoln was the defense attorney for a poor man who was accused of murder. The state had a star witness who swore that he saw the murder committed. Lincoln first asked a few questions, discovered that the witness saw the murder committed on



a certain night by the light of the moon. He then faced the jury, produced an Old Farmer's Almanac, and showed that on the night in question, there was not any moon. Naturally, the defendant was acquitted."

By this illustration, Mr. III showed that law was simply for the purpose of ferreting out evil, and for protecting those who are right.

In a case similar to the above one, Mr. III showed how a small Italian boy defended himself in a similar manner in a juvenile court. This boy was accused of stealing a bag from an automobile. The young fellow first tried to show that the older boy accusing him was unfriendly. This he failed in, but then by a ruse similar to Lincoln's, he showed that the window from which the witness claimed to have seen the crime did not exist. By this case the boys could see that the courts are run on very simple and just rules.

Mr. III then tried to show the necessity of laws. He likened them to rules in a game, and showed us why we must follow these rules in order to be happy and successful.

Although the many laws or statutes, as the written laws are called, are many and are complex,

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 faced the jury, produced an old Farmer's Almanac, and  
 showed that on the night in question, there was not  
 any moon. Naturally, the defendant was acquitted.  
 By this illustration, Mr. III showed that law  
 was simply for the purpose of punishing evil, and  
 for protecting those who are right.

In a case similar to the above one, Mr. III  
 showed how a small Italian boy defended himself in a  
 similar manner in a juvenile court. This boy was ac-  
 cused of stealing a bag from an automobile. The  
 young fellow first tried to show that the older boy  
 accusing him was untruthful. This he failed to do,  
 then by a cross similar to Lincoln's, he showed that  
 the window from which the witness claimed to have seen  
 the crime did not exist. By this case the jury could  
 see that the counts are run on very simple and just

rules. Mr. III then tried to show the necessity of  
 laws. He likened them to rules in a game, and showed  
 us why we must follow these rules in order to be happy  
 and successful.

Although the many laws or statutes, as the  
 written laws are called, are many and are complex,



they grew from very simple beginnings. The earliest inhabitants of the earth found the necessity of rules. These rules became more and more complex through the centuries; at some stages they were cruel and unjust, but through the wisdom of an ever-improving civilization, through experience - common law, and because of varying conditions, our present code has been adopted.

Why must we obey these laws? Mr. III, in explaining this point, likened them to a game in which, to have a good game, all the players must follow the rules. He used several examples. In the first, Mr. III showed why he could not drive his car seventy miles an hour, even though there may not be anything else on the road. Then he showed why the law prevents us from taking that which does not belong to us. In each of these cases, the law is protecting members of society from injury and loss.

In closing, Mr. III emphasized the fact that to be happy members of society, we must follow the rules of the game; after all, laws are our protection for peace and harmony.

The boys. The photography, fingerprinting, and ballistics were explained. They were all free to visit Police Headquarters to see how these departments were





TALK BY MR. IV

February 12, 1936

Mr. IV, after being introduced by Mr. A, explained that he was appearing instead of Mr. XVII, who had recently left for Florida. By his easy manner and simple, but forceful, diction, he soon gained the interest and admiration of the boys.

In opening his speech, he endeavored to show how the police were the friends of the boys, and their necessity as a protection to the interests of the boys. In this section of his talk, he explained the evolution of law from crude barbaric methods to complex social system of today, and how from the earliest times, human beings have found that law is necessary for civilized living.

Very adroitly he worked in the fact that law enforcement was brought about merely to protect each of us from the encroachment of others upon our personal liberties. The facilities of law enforcement which the Boston Police Department has were illustrated to the boys. The photography, fingerprinting, and ballistics were explained. They were all free to visit Police Headquarters to see how these departments were





operated. They could be fingerprinted today, and yet if they returned years later with their features completely disguised, the police, simply by taking their fingerprints, could identify each of them in five minutes, could tell where they lived, their personal characteristics, and any other data which would interest the police department.

As an illustration of how these various procedures work and succeed, he cited the case of John Dillinger. Dillinger had his facial features completely changed, had his fingertips treated with acid to prevent the taking of fingerprints. Yet when his bullet-riddled body was taken from the gutter to the morgue, fingerprints were made of his scarred fingertips, and he was identified as John Dillinger, despite the fact that he had tried to defeat justice by these efforts to alter his appearance and even his fingerprints.

Dillinger was sent to prison for a minor crime, as are many men. He just happened to slip once. But he left prison a hater of society, a man who couldn't take his punishment, and see that the law was trying to help him. Hence, his career of crime which followed. The police departments of the nation hunted





him down. He was a menace to all of us, and paid for his crimes as all men of his type eventually do.

"I, as most of you fellows, was brought up among the toughest young fellows of the city, among the poorest of people," continued Mr. IV. "With several other fellows of my gang, I attended the Y.M.C.A. Here we heard talks by a Mr. -----. Talks similar to those which you are hearing were given to us daily. Some of the fellows listened, believed, and tried to follow the advice of this man. However, there were four of this 'bunch' who thought this was all nonsense. Of this four, not one is now a decent, free member of society. One is in State's Prison; another whom you all know was shot and killed a few months ago by a policeman in Roxbury. The third is dying of T.B., after being shot by a policeman. The fourth has just started a term of twenty-five years in State's Prison. This young fellow, only twenty years of age, said to me as he was entering jail, 'I wish I had followed the advice of Mr. -----; I was a fool; you cannot beat the law.' Here was a young man with his life before him who must spend the best years of a promising life behind bars - all because he tried to beat the law.

"The police were enemies of this man. They

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are the enemies of all who try to resist the law, who try to refuse the help the police try to give them when they are first offenders.

"Those of us who behave ourselves will find the police our friends, but if we do not play the rules of the game, we will find them ruthless hunters who will find us in the end, and punish us for our wrongs.

"The first time we may get away with it, but not the second or third times. In the end, the law will get us if we do not respect it and live a free, law-abiding life."

Mr. IV then extended an invitation to all the boys to visit Police Headquarters and see the facilities which they have for combating crime.

In closing his talk, he spoke to the boys as one brought up under the same circumstances as many of them, and in an intimate manner gave the boys this advice: "Honesty is the best policy, and crime does not pay."

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The boys then returned to their homes, and the police officers who had accompanied them, returned to their duties. The boys who had been brought to the police station, were taken to the police station and placed in the cells. The boys who had been brought to the police station, were taken to the police station and placed in the cells. The boys who had been brought to the police station, were taken to the police station and placed in the cells.



## DISCUSSION DURING SPEAKER'S PERIOD

February 13, 1936

Following is a summary worked out from the topics suggested by the boys. This was read to the boys as their talk:-

During the past three days we have listened to various speakers who have each covered a part of a social system of which we are members. Mr. I spoke on the Courts, their necessity, and how we are benefited by them. Then on Tuesday we heard Mr. III, a young lawyer, give an interesting talk on the evolution of law - how from the earliest of times it was found necessary for people to follow the rules of the game. Then Mr. IV spoke to us on law enforcement. He, as a member of the Police Department, showed us how the police are umpires in the game of our behavior as members of society. From these talks we learned of how our modern civilized system of living is run by rules, made by ourselves, and enforced by people who are also members of the team.

As members of this great social system we are called upon to support the various departments of it. The police department, the army, navy, and marine corps

DISCUSSION IN THE ASSOCIATION'S ROOM

February 15, 1955

Following is a summary of the topics suggested by the boys. This was read to the boys as their talk.

During the past three days we have discussed to various speakers who have given a part of a social system of which we are members. Mr. I spoke on the courts, their necessity, and how we are helped by them. Then on Tuesday we heard Mr. Hill, a young lawyer, give an interesting talk on the system of law - how laws are made and how it was found necessary for people to follow the rules of the game. Then Mr. IV spoke to us on law enforcement. He, as a member of the Police Department, showed us how the police are trained in the game of law enforcement as members of society. From these talks we learned of how our modern civilized system of living is run by rules, made by ourselves, and enforced by people who are also members of the game.

As members of this great social system we are called upon to support the various departments of it. The police department, the army, navy, and various other



are all supported by the government, which is supported by us and for our own benefit. As an example of what the government does for us we have only to look about us to see the opportunities which are given us to learn how to better use our minds and bodies during these daily periods.

However, we are also privileged in being able to visit and use the facilities of the settlement houses in our neighborhoods. Who supports these? Surely the government does not, for we have seen by the papers the gifts from both rich and poor to such centers. We all know what settlement houses are. They are large houses having gymnasiums, game rooms, reading rooms, and class rooms for instruction in subjects which might interest us. The workers in these houses are usually young people, who instruct us in the various little ways that are necessary to gain more out of our lives.

Most of us have visited a settlement house; we have gone there during an evening for the purpose of keeping busy doing enjoyable things. Usually we play a game of pool, or maybe we team up with some other fellows and have a game of basketball, ping pong, or run around the track. Then sometimes we listen to





a speaker. He usually talks on some subject that we find both interesting and helpful. These little talks which we hear are very valuable to us, for with knowledge we can succeed and rise to a higher position in society.

Some of these young settlement workers come to our homes. They ask questions about us and then try to help us solve the problems which confront us.

Why should we visit these houses? Well, you can easily see that you can have a good time there. It's much better than hanging around the street during the evening, and then we are not as likely to get into trouble while trying to pass our time. The workers are nice people and we can learn a lot by just following them. Then too we can build stronger bodies by using the gyms, and keener minds by reading the books we find there.

Hence, you can see from what we have said that these settlement houses, supported by donations from people of all classes, are a wonderful institution. You can take it from us; we've been to them and we know what good times you can have, and the big help they are to us.

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TALK BY MR. V

February 14, 1936

Mr. V opened his talk, first by congratulating the boys on their own discussion on settlement houses, and then by saying a few words on settlement houses himself. They were, according to him, great places to go and stay to keep out of trouble.

His topic for the afternoon was about schools, and their relation to society and more especially, the opportunities which they afford young fellows. He also spoke on his experiences with boys as the head of boys' work at the Boston Y.M.C.A.

It seems that, as a boy, he had no love for school. He attended, however, to please his family, and finally succeeded in graduating from college. His son seems to have followed in his father's footsteps, for he too dislikes going to school. Mr. V's daughter, however, likes school and the various activities connected with it. She enjoys especially the school life, and although she does well in her studies, she is no mental marvel.

The schools which society have made available for the young people of today are different from those

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Mr. V opened his talk, first by congratulating the boys on their own discussion on education, and then by saying a few words on education houses himself. They were, according to him, great places to go and stay to keep out of trouble. His topic for the afternoon was about schools, and their relation to society and more especially, the opportunities which they afford young fellows. He also spoke on his experiences with boys as the head of boys' work at the Boston Y.M.C.A. It seems that, as a boy, he had no love for school. He attended, however, to please his family, and finally succeeded in graduating from college. His son seems to have followed in his father's footsteps, for he too dislikes going to school. Mr. V's daughter, however, likes school and the various activities connected with it. She enjoys especially the school life, and although she does well in her studies, she is no mental marvel. The schools which society have made available for the young people of today are different from those



of a generation ago. Today there are special institutions for those who desire to learn of mechanics, commerce, or of the arts and sciences. The schools of today are not coeducational either; that is, the central high schools of Boston.

"I was out of college fifteen years before I attended school again," continued Mr. V. "I found it necessary to return to school, as the new young men entering my field were better trained than I. I attended the Harvard Graduate School, and was rewarded for my fifteen-year vacation from active study by flunking my first examination. This discouraged me quite a bit, but then I couldn't see the younger men doing better than I, so I continued and studied harder than ever. The next time I was rewarded by passing and finally completed my course successfully.

"Hence, you can see, boys, that one's education does not end when he is eighteen, or when he finishes college, but it goes on through life."

The purpose of education, according to Mr. V, is to make money and to make each individual's life happier. The teachers have the boys' interest at heart. "They are trying to make you better boys, so that you can be better men. What you do today is

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just as important as what you do later on in life. Do not wait to become a great man; be a great boy. Do not wait until you are 40, 50, or 60 years old. You are preparing to live your lives. 'We are young, to prepare to be old!'"

As an example of this point, Mr. V cited a certain football game he had seen in the West several years ago. It seems that while he was in a certain Western city, the championship game of the Big Ten conference was to be played. Illinois and Ohio State were the contending teams. During the first period Chick Harley, star half-back of all time, made a touchdown for Illinois. The game was hard fought until the last period, when Ohio State scored and kicked the goal. Ohio State was leading by one point. During time out for a substitution, and with but ten seconds left of playing time, Illinois decided on a field goal as a final try. The whistle blew, the kick was made from the thirty-five yard line, and was good. Illinois won, the papers claimed, in the last ten seconds, but it was not won in those ten seconds; it was won on rainy days, cold days, on late afternoons, and early mornings; it was won by practice, hours of practice on the part of the kicker.

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Mr. V closed this story with these words, "There is something in the theory of preparation. There comes a chance in every fellow's life when he needs preparation, and if he can kick the goal, his success is assured."

He then cited the story of Rabbit Maranville. It seems that, as father of the KNOT HOLE GANG, he had a chance to meet Maranville. Several years ago, due to excessive drinking, Maranville was fired from the big leagues and returned to the minors. Rabbit, although he learned of his folly late in life, changed his ways and was soon in big league baseball again. Last year, when he was sick with a broken leg, he wrote to Mr. V. He wrote in pencil and his spelling was poor, but this is what he wrote - "There are two ways for a fellow to go - one, the right way; the other, the wrong. I have tried both, and have found the right way the best."

Mr. V's next example was of the young fellow who, while waiting for his furnace to heat up sufficiently to be closed, heard the metal door crack. Not missing any opportunities, he studied hard to find the reason for this snapping, and finally invented the electric shut-off. He not only succeeded in





having his dampers shut for him, but made a great deal of money on his invention.

There was another young man, who, when eighteen years of age, said, "Some day I am going to be president of a university." Although this boy's father died soon after he made this statement, and the road was tough, he finally attained his goal. He became president of one of the largest universities in the country.

His next example was of a poor Serbian immigrant boy who, while a shepherd in Serbia, found that, by putting his ear to a knife stuck in the ground, he could tell when his flock was in danger. This boy came to this country, and although the other boys laughed at his poverty and appearance, he took advantage of our educational facilities, studied the scientific theory which made it possible for him to hear his flock by putting his ear to the knife, and became one of our greatest inventors.

By these examples, Mr. V showed that education can help the boys to be prepared when their opportunity comes. School will help the boys in many ways and education beyond the school will make their success more assured.

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By these examples, Mr. V. showed that education can help the boys to be prepared when their opportunity comes. School will help the boys in many ways and education beyond the school will make their success more assured.



In closing, Mr. V said to the boys, "Think of education in the broad sense. Don't think of getting through as best you can, by cheating and by just getting by. Set a goal as these men did, and with the help of friendly counsel, attain it. Let nothing deter you from your purpose. You have great opportunities to prepare for more opportunities. Don't throw away these opportunities."

He then invited the boys to call upon him for advice at any time, and said that as a representative of the Y.M.C.A., he would do all he could to help them.

He was graduated in 1871. He practiced medicine in New York. He was afflicted with what is now known as tuberculosis. He died. The boys clapped spontaneously at the conclusion of Mr. V's talk.

He was not the type of man who would beat off down and succumb to this slow, sure death. He set out to conquer it for himself, and all those suffering from this malady. At Lake Placid, in 1906, he founded the first American sanitarium of the kind. His main purpose was to have the patients out of doors where they could enjoy plenty of the fresh air. Among his patients was Robert Louis Stevenson who, we know,





has written many a TALK BY MR. VI full of wisdom.

He began February 17, 1936 many, and rendered service to all who came to him. It was in 1905 that

he died, Mr. VI presented and portrayed the story of a man who possessed enough strength and energy to overcome the oppressions and misfortunes that came his way. That man had the courage to fight and the wisdom to "stick to it".

He was Dr. Edward Livingstone Troudeau.

He was born in New York in 1848, and as a young man, worked his way through the College of Surgery, and was graduated in 1871. He practiced medicine in New York City, and when his brother was afflicted with what is now known as tuberculosis, he immediately went to his assistance. Not long after this, he too was stricken with this deadly disease.

He was not the type of man who would just sit down and succumb to this slow, sure death. He set out to conquer it for himself, and all those suffering from this malady. At Lake Placid, in 1905, he founded the first American sanitarium of its kind. His main purpose was to have the patients out of doors where they could enjoy plenty of the fresh air. Among his patients was Robert Louis Stevenson who, we know,





has written many stories and poems full of thrills.

He battled for the lives of many, and rendered service to all who came to him. It was in 1915 that he died, and there is no better example of a man with such fine qualities. He had the courage to carry on, even though many times the "odds" were against him. His valiant spirit and efforts to help mankind brought him success long to be remembered.

\* \* \* \* \*

Discussion topics suggested by the boys from this story:- and read together.

1. Courage
  - a. Physical
  - b. Mental
2. Modesty
3. Service - social
4. Stick-to-it-iveness
5. Willingness to fight





TALK BY DR. VII

February 18, 1936

After the boys assembled, Dr. VII delivered a talk along the same lines as that of Mr. VI; mainly, the story of another man who had bravery and courage.

His story concerned the "highlights" of a man named Schiller. He was born in Germany in 1759 in a small town. He came from a large family, and did not enjoy any kind of luxury, nor even the ordinary joys of early boyhood. There was always a struggle to keep body and soul together.

At this time Germany was not a single nation, and consequently war between the various districts was common. During one of these feuds, Schiller was taken as a soldier because many soldiers were needed. He became a student in a military academy. Most of the time he was sick and weakly, and his four or five years at the academy were not at all pleasant. Being very sensitive and shy, he was laughed at, jeered at, and constantly ridiculed by the officers and his instructors. He had no desire whatsoever to be a soldier, and he turned to writing poetry and drama at eighteen years of age.

TALE BY DR. VII

February 18, 1935

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He knew that he would be expelled from the academy if his writing of poetry and drama became known. About a year later, he ran away from the academy and took his drama with him, eager to bring it to the people and tell them what was going on.

He escaped to a small country and for many years had a long struggle, but finally found some people willing to perform his drama which proved to be successful. Of course, at that time he was paid but a few dollars and that was all. His friends encouraged and supported him so that he wrote more plays and more poetry.

At this point of the talk, Dr. VII told us how the poet Schiller was rewarded and had a few years of happiness before he died. He was supplied with money and given an opportunity by a Prince who took an interest in him and his works. Schiller's idea was to live up to that great English playwright, Shakespeare. Dr. VII expressed his opinion by saying, "I do not think that Schiller ever came up to his ideal of Shakespeare."

Worry, work, and overwork soon brought Schiller's days to an end. He contracted tuberculosis and in spite of his sickness taught in a university

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many a time when he should have been under the doctor's care. But he would say, "My pupils need me; they expect me; they want my teachings." Dr. VII told us that Schiller's motto was: "I cannot leave this world before accomplishing something."

In conclusion, Dr. VII said, "Schiller became one of the greatest educators in the nation. I think there is no other person today, at least in Germany, who doesn't know his name and know at least one of his works. One of the greatest things about him was his main ideal and purpose for being on this earth, to make this world a better place, a more beautiful life, and to give the people something to look up to, to give them power of strength, and to give them the inspiration of heart."

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spiration of heart."



DISCUSSION BY MR. II

February 18, 1936

This week the topic was examples of good citizens. Each of the group was asked to name an example. Babe Ruth, Lincoln, Thomas Jefferson, Washington, Lindbergh, and several others were named.

Babe Ruth came first. David offered the information that he was an orphan, lived in poverty, didn't have much education, was discovered on a sandlot. The discussion grew, including the facts that he never forgot where he came from, was always a friend of children, who, like himself, had no father or mother. He also pictured him as getting the swelled head and then getting into trouble. Finally, he "got on to himself" and from then on became the fine and great citizen and great character that we now know him to be.

Lindbergh was pictured as a boy from the West who was modest, quiet, and didn't like school very well. He did become a great aviator, however. One of the main impressions you get of him is that he does know his business. His trip across the Atlantic was no mistake. Another major impression is that he is modest. Nothing has gone to his head. He never

DISCUSSION BY MR. JI

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seeks publicity or special attention.

Lincoln was brought up as the man who was born in a log cabin, lived in poverty, but fought his way to success. The usual things were brought out about him, writing on a shovel in front of an open fire, etc.

The discussion was lively. Everybody wanted to talk, and it was with some difficulty at times that order could be maintained because of the desire on the part of many to talk, not to one's neighbor but on the subject under discussion.

and every minute of each game. This gave them the title of 'Iron Men'.

The next year eight of the 'Iron Men' came back for the team and everybody expected another great team, but this year they did not work together, and as a consequence from last five games, won only two, and tied one. Down at a postman's meeting in New York, we were sitting around a table and somebody asked the coach how it was possible to have such a poor season with so many of the 'Iron Men' back. He told them that during the undefeated season all the coaches worked together. They trained and did everything as a group. When game time came, they were ready and went out on the field and won. The second year, however, they got

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TALK BY MR. VIII

February 20, 1936

"I want to tell you the story of a team you have probably heard about. Back in 1926 the Brown University had an undefeated football team known as the 'Iron Men'. This team was one of the most famous of all football teams, for in one season, when they defeated Harvard, Yale, Princeton, and Colgate, eleven men went through the entire season, playing every game, and every minute of each game. This gave them the title of 'Iron Men'.

"The next year eight of the 'Iron Men' came back for the team and everybody expected another great team. But this year they did not work together, and as a consequence Brown lost five games, won only two, and tied one. Down at a coaches' meeting in New York, we were sitting around a table and somebody asked the coach how it was possible to have such a poor season with so many of the 'Iron Men' back. He told them that during the undefeated season all the men had worked together. They trained and did everything as a group. When game time came, they were ready and went out on the field and won. The second year, however, they got

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February 20, 1935

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"The next year eight of the 'Iron Men' came back for the team and everybody expected another great team. But this year they did not work together, and as a consequence Brown lost five games, won only two, and tied one. Down at a coaches' meeting in New York, we were sitting around a table and somebody asked the coach how it was possible to have such a poor season with so many of the 'Iron Men' back. He told them that during the undefeated season all the men had worked together. They trained and did everything as a group. When game time came, they were ready and went out on the field and won. The second year, however, they got



swelled heads. They were sure that they were good. They did everything half-heartedly. They did everything for themselves and their own honor. That is why they failed.

"That should be a lesson to all of us. If we do anything only 50% we get only 50% out of it. If we coast along in life, we will get nothing out of it. If we put 100% into our conduct we will be 100% Americans. We live by the commandments and the law. If we break some of these we are less than 100%.

"You are in the greatest period of your lives. I know that when I went to Brighton High it was the best period in my life and the friends I made then are my best friends. Your high school friends are the ones who stick. Your college friends will not be as permanent as your high school friends.

"The important thing is that what your friends think about you today they will think about you twenty years from now. No matter how you change you will be the same to your friends in the future. They will always judge you by what you are today. They will say, 'I knew him when ----.'

"So live your life today and be the kind of a fellow you will not be ashamed to be the rest of your

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"That should be a lesson to all of us. If we do anything only for ourselves we get only one of it. If we coast along in life, we will get nothing out of it. If we put 100% into our conduct we will be 100% Americans. We live by the commandments and the law. If we break some of these we are less than 100%.

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"So live your life today and be the kind of a fellow you will not be ashamed to be the rest of your



life. I was just trying to keep that easy end in

"I want to tell you the story of two players who were under me out at the heights - Plauss and Herman. Both were about equally good and both were trying for the same position. All season long they had tried to displace each other on the team but both improved about the same. I decided in the Manhattan game that the one who played the best ball would start the Fordham game the following Saturday.

"Well, Herman was in there first and going good. When he left the game, the score was 14-0. Then Plauss went in. The first play came around his end and there was a loss. During several plays a first down was made by the opposing side and again the play came around his end and there was a 4-yard loss on the part of the opposing team. Several plays went by and the play came around his end again and there was a 5-yard loss. Then the opposing end was injured and Plauss called in the trainer, helped the end to his feet and saw to it that he got around again. During the half, I told Plauss, 'You've got enough out there to take care of beside being the Manhattan trainer.' 'You got me all wrong, coach,' he said, 'that end was so easy I was afraid they would put in a fresh man and he might be

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February 21, 1886

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"Do you know what it means to be an American citizen? Some questions followed the talk:

"What did you play in college?"-Wendel

"Who played that game, Herman or Plauss?"-

Richard

"Who won?" "Yes, like myself, have come from some other country. When individuals come from other countries they brought with them the best they had and gave it to the new country. That is why this country is the best on earth.

"How many colored men have you heard of?" (There he named a number of his own race.) "Of all these we think Booker T. Washington to be the greatest. He did more for his people than any other person.

"He was born in Virginia in either 1855 or 1856. I've forgotten which. His mother was a slave, his father was white. One of the most notable things about him was his handiwork for an education. He had heard of a school at Hampton, Virginia, and decided to try to get there and get some education. He got a small bag with his belongings and walked all the way to

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"Who played that game, Hansen or Hansen?" -

Richard

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TALK BY MR. IX

February 21, 1936

"Do you know what it means to be an American citizen? It means you are part of the best nation on earth. The U.S. is the greatest nation on earth, and if you understand this you will do everything in your power to protect this country, its law and resources.

"Most of you here, like myself, have come from some other country. When individuals came from other countries they brought with them the best they had and gave it to the new country. That is why this country is the best on earth.

"How many colored men have you heard of?" (Here he named a number of his own race.) "Of all these we think Booker T. Washington to be the greatest. He did more for his people than any other person.

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Hampton to the Hampton Institute.

"He had had no schooling and the officials did not know what to do with him or there were no grounds upon which they could admit him. Finally they decided that a special case had to be made with a boy who so wanted education. They told him if he would clean up a certain room they would see what quality of work he was capable of doing. He cleaned the room so thoroughly that they decided that here was a man who surely had the stuff, so they admitted him to study.

"He did very good work. It all goes to show what a person can do if he has a hankering for education. Remember Abraham Lincoln didn't have more than a year of schooling all his life, but he had a hankering for education.

"Washington did such good work that finally he was put in charge of 75 Indians who needed education. When Alabama needed a man to start a school, Washington was selected. He went down there as the only teacher for 25 students. Through his work and effort, Tuskegee College was founded, which at the end of his life had 1500 students, 187 teachers, and equipment which is equal to that of Harvard in many respects. He founded a school for the poor, for those who wanted to

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work and get educated. His methods of education were unique. One of the most interesting times to visit the college is during commencement week. The exercises consist of demonstrations. At one place you see a graduate shoeing a horse; at another, one taking chicks out of an incubator; at another, some farm demonstration in progress. Educators said here was a man to watch and learn from, and started coming to the school to learn. They came from Norway, Sweden, and Denmark, and other countries.

"The general plan was to work during the day and study at night. This made it possible to make the school available for the poor.

"Booker T. Washington became so well-known and accepted that Harvard conferred upon him honorary degrees. When I was a student at Dartmouth he was given a degree of Doctor of Laws.

"If Washington could make good and could rise as he did with all his handicaps, how much more can you not rise than he? I know your problems. I came out of one of the worst sections of Boston, one of the slum areas. I came here when I was eight. I think the real question is, 'Do you want to make good?' Some of you fellows are in that age when you think it smart

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to be tough guys. A tough guy isn't worth a hill of beans. If you allow Mr. J and Mr. A to steer you, you can make good. They are here to help you - you ought to let them help you. If you don't, I know what happens, for I am on the Parole Board, and I see men and boys coming back from prison all the time. "Now is your chance to make good. Take advantage of it."

"There are some things which you boys should remember about this discussion. Here is one place where your opinion will count if you give us indication that we can take your opinion seriously. Also, here is one place where you need not say the things which you think we want you to say. We want you to come out in your discussion with what you mean. We want you to raise the problems you are actually facing.

"If we go back to the two discussions which we have had you will see that we can learn several things. Several times during those talks everybody wanted to talk at the same time. We found that we could carry on no discussion at all with this kind of cooperation; we will have to have order; each boy must allow the other fellow to express himself. When the other fellow has the floor, we must not try to get it away from





## DISCUSSION PERIOD LED BY MR. II

February 24, 1936

Leader explained to group that this week the boys themselves were to do the talking. There would be one whole week of discussion on the problem, "Why is it difficult to be a good citizen in the community in which I live?"

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DISCUSSION PERIOD LED BY MR. II

February 26, 1936

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him.

"Another thing that came out during the discussions was the fact that some boys wanted to be silly. We can have no discussion if we do not take each problem seriously and try to give a sincere opinion about it.

"These things then will be our guiding principles during the next five days.

"Now what are some of the problems which make it hard for you to be a good citizen?"

Problems raised were as follows:-

- Training at home.
- Bad friends and companions.
- Reputation of the community.
- Pool halls.
- Lack of money.
- Not many clubs in the community.
- No neighborhood houses.
- No jobs after a fellow gets through school - nothing to look forward to.
- School teachers are cranky - don't understand a fellow.
- Temptations:
  - Stores are easy to rob.
  - Things on stands easy to rob.
  - Easy to rob things in school.
  - Easy money from nigger-pool.
  - Fellow wants to rob a bank when broke and goes by one.
- Liquor - easy to get and easy to drink.
- Restaurants - gambling in them.
  - Cops get paid by them.
- Alley card and dice games.
- Bums on street - grouchy and get your goat.
- Drunken men with dough.
- Girls in the lobby of theatres.
- Theatres which show dirty pictures.
- Men who wink at boys.

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- School teachers are cranky - don't understand a fellow.
- Temptations:
- Stores are easy to rob.
- Things on streets easy to rob.
- Easy to rob things in school.
- Easy money from illegal pool.
- Fellow wants to rob a bank when broke and goes by one.
- Lighter - easy to get and easy to drink.
- Restaurants - gambling in back.
- Gaps get paid by them.
- Alley card and dice games.
- Burns on streets - growl and get your coat.
- Drunken men with dough.
- Girls in the lobby of theatres.
- Theatres which show dirty pictures.
- Men who walk at boys.



Rapery. DISCUSSION  
 Pickpocketing.  
 Autos with keys - hotbox.  
 Ladies who pick you up.  
 Houses with women.

Although the discussion was frank and seemed to be out in the open, I feel that it would have been better to have had the discussion before the boys got a certain pattern of response from the speakers. Now they are inclined to give us in discussion what they think they are expected by us to say.

of the leaders were going to make the decision for the boys as to what they should think about these. There is good and bad to everything. We all have to make our own decisions and choices regarding where we will go.

The home was discussed in the same manner. The positive and negative sides of the home were discussed. Then the positive side was stressed as the ideal which the boys should strive for in thinking of the home which they some day will set up.

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## DISCUSSION

February 25, 1936

The boys insisted they wanted to discuss pool-halls today. So we started out with this problem. On one side of the blackboard the positive side of the poolhalls was written down. On the other side, the negative side of the poolhalls was written down. Each side was then discussed. It was pointed out that none of the leaders were going to make the decision for the boys as to what they should think about them. There is good and bad to everything. We all have to make our own decisions and choices regarding where we will go.

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The boys then agreed that dirty shows were bad

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DISCUSSION BY MR. II

I tried February 26, 1936 of stealing, but the boys claimed they had treated this subject the

first. We reviewed some of the principles of discussion mentioned before; namely, the principle of everybody being treated as if they meant what they said and everybody being sober and sincere about the discussion. Of the topics listed on Monday's reports and read again to the boys, they wanted to discuss Dirty Shows.

Somebody offered the suggestion that dirty shows taught us a lesson. No lesson was found upon pushing the point. Many boys told about how girls appear nude and how they remove their clothes little by little in some of the shows. I felt that the boys were not interested in discussion here, but were merely using this time to talk about a subject with which they were much preoccupied.

I pushed the point that no fellow could expect to think clean if he constantly went to those places where clean thinking isn't possible. Wendel said, "You can't be good all the time." I rallied to this by saying, "It's hard enough to be good without throwing one's self in the way of temptation."

The boys then agreed that dirty shows were not

DISCUSSION BY MR. II

February 20, 1936

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in keeping with the best taste.

I tried to open the problem of stealing, but the boys claimed they had treated this subject the first day. This was not the case; they merely enumerated the subject the first day of discussion.

I then read the other questions they had outlined. A general cry went up to discuss "Men who wink at you". Again the boys seemed to be using the time to talk about some subject which was taboo in certain quarters, but which did preoccupy their minds.

The discussion concluded quickly by once more pointing out that the ideal we are all trying for is the ideal of Real Manhood.

The question was then asked by Mr. Ill-

"What fear and worry have you experienced, and what are the fears and worries of your particular neighborhood?"

The approach was made by each one expressing his particular experience.

Ernest "Worries about money which is needed to buy clothes and how you can get this money."

David "Worry about your family, specifically your parents, and what would you do without them?"





# DISCUSSION

February 26, 1936

David

Mr. II in leading discussion gave a resume of the previous day's discussion and then proposed that today the questions being discussed would be as follows:-

Frank

What are worry and fear and how do they interfere with people being good citizens?

Adam

Just what are they?

Wendal

How can worry and fear be dealt with?

"Everyone here has experienced these emotions. Now let us discuss them and bring them out here and examine them so we may possibly find out how to deal with them."

The question was then asked by Mr. II:-

"What fear and worry have you experienced, and what are the fears and worries of your particular neighborhood?"

The approach was made by each one expressing his particular experience:-

Fred

"Worries about money which is needed to buy clothes and how you can get this money."

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"Worry about your family, specifically your parents, and what would you do without them?"

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"Worries about money which is needed to buy clothes and how you can get this money."

Fred

"Worry about your family, especially your parents, and what would you do without them?"

David



Arthur "Fear of policeman" - By way of clarity he explained, "When you are arrested at the station, the policeman hits you until you admit what he wants."

David "Worry about not doing my home lesson, - afraid to face the teacher."

Frank "Worry of being punished."

Fred "Afraid of punishment for failure to do a given task."

Frank "Fear of being sent to a Reform School."

Adam "Fear of deprivation - being deprived of necessities."

Wendel "Fear of the police beating" him and questioned the discussion leader as to the right of the police doing this. He was joined in this by Adam who said that this method did not help the boy or the police either.

All the group agreed that they were often deterred from doing something wrong for fear of worrying their families, for fear of losing the esteem of some one they wanted to have think well of them. Discussion leader then brought out how most everyone fears death and the boys agreed in this as their experience.

Mr. II then concluded with a talk on the necessity of a philosophy of life, explaining to the group what to do about worrying, and suggested that they find some one whom they could confide in and secure advice from about their particular problem, and admon-

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Frank "Worry of being punished."

Fred "Afraid of punishment for failure to do a given task."

Frank "Fear of being sent to a reform school."

Adam "Fear of deprivation - being deprived of necessities."

Wendell "Fear of the police beating him and causing him to lose his job as the right of the police being this. He was joined in this by Adam who said that this method did not help the boy or the police either."

All the group agreed that they were often deterred from doing something wrong for fear of worrying their families, for fear of losing the esteem of some one they wanted to have think well of them. The group leader then brought out how everyone fears death and the boys agreed in this as their experience. Mr. H then concluded with a talk on the necessity of a philosophy of life, explaining to the group what to do about worrying, and suggested that they find some one whom they could confide in and receive advice from about their particular problem, and show-



ished them under no conditions to brood or keep these fears to themselves. May 22, 1935

### Criticism

The discussion was lively and well participated in by the group. They were seriously interested and almost every boy took part. It seemed that the subject was considered practical and of a personal nature by the manner in which the whole group participated.

Baseball and football in college, and finally signed with the Braves and got shipped out to the Springfield team.

"But I got hurt and had to turn to something different. I started boxing and found that all boys were just about the same as you. Each had a body; each had arms; each had legs; however, there were some that were different than others. I remember one fellow who came out for football. He was a nicely built chap, about 180 pounds, but very hapful. I always wondered what he was thinking about because he always seemed to be inferior. He learned to play football very well, but when it came to play like he seemed as if he couldn't take it. He never fought back.

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TALK BY MR. X

February 28, 1936

"All you boys have the potentiality to make good. Some say that it is mere luck but you know that it is a matter of making use of the opportunities that come to you. Most of you boys have had the same experience that I have had. I grew up in Roxbury, played football around the lot, got interested in baseball and football in college, and finally signed with the Braves and got farmed out to the Springfield team.

"But I got hurt and had to turn to something different. I started coaching and found that all boys were just about the same as you. Each had a body; each had arms; each had legs; however, there were some that were different than others. I remember one fellow who came out for football. He was a nicely built chap, about 160 pounds, but very bashful. I always wondered what he was thinking about because he always seemed to be inferior. He learned to play football very well, but when it came to game time he seemed as if he couldn't take it. He never fought back.

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Boston College High School. I was then coaching at B.C. High. I went to see Coach McManus of Boston Latin, and I pointed out this fellow to him and said, 'You've got a pretty good player there.' (This chap at this time was at Boston Latin.) The coach said, 'I don't know much about him. He is always bashful and doesn't seem to fight back very much in a game.' He was put into the game then but didn't show up particularly well. The following year he went to Harvard. Almost immediately, however, he was cut to the second squad. When the second year came, he came to me and I told him to go out for the Varsity, but three nights after practice began he called me up and said that he had been cut to the Junior Varsity. I advised him to wait around until the Junior Varsity played the Varsity, and go in and play his life out. After the first scrimmage, he was called back to the Varsity. Before the year was over, he was first-string Center. His name was Warren Casey, All American.

"This fellow started out from nothing, but some place along the line he got the spark that put life into him and made good on the team. Every fellow is like that. He has appointed for him a task, and if he wants it badly enough, he can get it. The

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fellow who is in a rut because he has failed should be driven on by his failures rather than let his failures crush him.

"The first time I played college football, I was called in Quarterback drill. I saw two big 200-pounders coming down at me, and I looked up at the ball and let it pass over my head. I guess I thought I was smart, but the coach thought I was yellow.

"If you are going to build, you must build on a good foundation, something to support the rest of the structure. And as you build, you must build on foundations of good habits. Everything we do goes toward the building of these habits. Some other good foundations that we all need are clean thinking, good friends, and a good home.

"When a contractor goes to build, he picks out the best materials he can find. This must be the same with us. We must build out of good materials and build <sup>over</sup> under a good foundation.

"I remember the story of a fellow named Joyce. He came to the playground of which I was in charge, with a cigarette hanging from his lips. I tried to get him interested in some of our activities, but he was a 'pansy', and a girl-chaser. He wore linen

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knickers and just stood around. One day I got him interested. 'Why don't you try this? Let's see what you can do with this.' One day later he tried one of our games and made good. He later became captain of a college track team. The boys all the time say in "You fellows may have mistakes, but the thing to do now is to make good. If you are going to make good you must make an effort to help yourself. Your job now is to forget the past and look to the future. Say to yourself, 'I will do the best I can.' The wise guy gets nowhere in this world. Others may use him, but he has no real friends. It takes real courage to make good."

Now, while speaking to a doctor, Mr. XI was told, "Take care of your own health and body because nobody will take care of it for you." Until this day Mr. XI has remembered the advice of this doctor.

At the age of 19, Mr. XI travelled around the world by himself. If, when in the company of young men of his own age, he was tempted to drink any sort of liquor, he remembered his father's words, "Remember, son, that a gentleman never drinks."

Mr. XI told the boys that throughout the past winter he never caught cold. As a bit of advice to

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TALK BY MR. XI

March 2, 1936

Before discussing the topic of the day, "Health and Hygiene", Mr. XI complimented the boys on the manner in which they performed their daily gym lessons. He was especially pleased with the spirit of cooperation that had been shown by the boys.

Although Mr. XI's boyhood ambition was to become a soldier, his father persuaded him to dispense with his ambition. His father wished his son to become either a doctor or a clergyman.

A few years later, while speaking to a doctor, Mr. XI was told, "Take care of your own health and body because nobody will take care of it for you." Until this day Mr. XI has remembered the advice of this doctor.

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At the age of 16, Mr. XI travelled around the world by himself. It, when in the company of young men of his own age, he was tempted to drink and eat of liquor, he remembered his father's words, "Remember, son, that a gentleman never drinks."

Mr. XI told the boys that throughout the past winter he never caught cold. As a bit of advice to



those who are less fortunate he said, "Fussing will never cure a cold. To cure it, throw it off by will power."

The speaker further explained, "It takes an optimistic frame of mind to be healthy. A person who is grouchy will never be well. No man can be a good man unless he is a well man, and to be well, one must make himself contented."

"One of the first ways to gain a contented mind is to read the Holy Bible", said Mr. XI. The boys were cautioned that no one would consider them "Sissies" if they read the Bible. He continued, "Some of our best athletes have been able to quote passages from the Bible." Mr. XI further instructed the boys that they should never be fearful of being Christians.

While still a young man, a champion New Zealand rower taught him to become a rower. Later, Mr. XI himself became a champion rower of New Zealand. At the age of 12, he secured the services of a famous runner. This athlete taught him to become a runner. As a result of this early training, the young man became a remarkable runner. He accomplished the amazing feat of running 10 miles in one hour. Even in 1910, when Mr. XI was more than sixty years of age,

those who are less fortunate he said, "Trusting will never cure a cold. To cure it, there is only one power."

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he accomplished this feat at Narragansett Pier, Rhode Island.

March 3, 1938

The speaker informed the boys that one of the best exercises to correct a narrow chest was the following: "Take a deep breath, and try crossing to the other side of the street without exhaling." He told the listeners that a few years ago he could walk the distance from 48 Boylston Street to Park Square without once exhaling.

It is not so easy to operate his machine without knowing anything about the care and operation of the various parts of his automobile. Nevertheless, our people know little or nothing about the inner mechanism of their bodies." He learned from Dr. XII that the human body is an intricate, complex, and efficient machine.

But what makes the human body go? Many of the boys were surprised to learn that the first and most important essential was the air we breathe. The class was certainly astonished to know that food ranked third among these important essentials. He found that our bodies could not exist more than a few minutes without air. Dr. XII said, "Imagine what the wheels go round."

After the air reaches the lungs, it travels down

he accomplished this feat at Hatteras Point, North

Ireland.

The speaker informed the boys that one of the

best exercises to correct a narrow chest was the fol-

lowing: "Take a deep breath, and try expanding the

other side of the chest without exhaling." He told

the listeners that a few years ago he could walk the

distance from St. Stephen's Street to Park Square with-

out once exhaling.



TALK BY DR. XII

March 3, 1936

Today we continued the discussion of the important topic of "Health and Hygiene". Dr. XII discussed the mechanism of the human body. He told the boys that the human organism was not unlike the modern automobile. The speaker said, "It would be ridiculous for a driver of a car to operate his machine without knowing anything about the care and operation of the various parts of his automobile. Nevertheless, our people know little or nothing about the inner mechanism of their bodies." We learned from Dr. XII that the human body is an intricate, complex, and efficient machine.

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FAIR BY DR. WILLIAM H. WATSON  
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close contact with the blood. The blood takes up the oxygen from the air. The blood then distributes the oxygen throughout the body. Following the performance of its duties the oxygen is then burned. Carbon dioxide is formed as a result of this burning process. The carbon dioxide is now carried to the lungs by the blood. After reaching the lungs, the blood again repeats the process of bringing the oxygen to the various parts of the body. The carbon dioxide in the lungs is rapidly dissolved. We found, therefore, that the blood is continuously moving through the body.

We found that water is the next essential to the proper operation of the human body. The body could do without food for a longer period of time than it could without water. The many processes that are constantly taking place in the body must be lubricated. Water, therefore, acts as a means of lubrication. The water that enters the body does not pass slowly through the body. It rushes through the stomach, is then taken into the blood.

The water that enters the body must go out of the body. Sweating is one means of allowing the water to leave the body. Another method of allowing the water to leave the body is by breathing. While

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one is breathing the water is leaving in the form of vapor. Water also acts to eliminate waste matter. One must have good kidneys and bladder to aid the water to carry the waste matter from the body.

Food is another essential. The food that we eat helps to build up what breaks down. Most of the body is made up of muscle. Food becomes part of the body. Meat is the very best single food. A good substitute is milk. Our foods must contain fats, sugars, and proteins. These substances are necessary if the body is to grow. Food is mixed in the mouth with various acids. These acids help the food to be digested. Food is broken up into small particles and is then taken up in the blood. Blood brings food to the liver. The food is stored in the liver. Our bodies must have a reserve to draw on. Therefore, the liver acts as a food storehouse. When the food is needed in the body the blood takes it to where it is needed. The heart pumps the blood and circulates it throughout the body. We found, therefore, that the blood acts as a circulating substance that brings things from one part of the body to another.

The next subject that we discussed was the human brain. We found that the brain coordinates the

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various parts of the body. The brain makes the parts of the body run together and work together. The nervous system acts as a telephone system.

Following this very interesting talk, the listeners presented many questions to the speaker.

We must follow the same principles as are followed in the case of the automobile. Air must be kept in the tires of this machine. So, too, we must keep air in the human body. If the body is to function properly, it must be provided with sufficient fresh air.

Here we found that the parts of the body must have room to function in, namely, the heart and the lungs. The proper way to give the heart and the lungs proper room is for one to stand erect.

Water is necessary to operate the automobile. Likewise, water is necessary in the operation of the human body. People must drink plenty of fresh water. We must be sure that we provide means to eliminate the water from the body. Perspiring is one of the methods of allowing water to depart from the body. Therefore, we must keep the various parts of the body clean. This is accomplished by daily bathing and showers. If the pores are clogged, the water cannot free

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Following this very interesting talk, the listeners presented many questions to the speaker.

One question was: "What is the difference between a reflex and a voluntary action?"

The speaker answered: "A reflex action is one that is done without any thought or choice on the part of the person. For example, when you touch a hot object, you pull your hand away immediately. This is a reflex action."

A voluntary action is one that is done after you have thought about it and decided to do it. For example, when you decide to go to school, you get up, dress, and go to school. This is a voluntary action."

Another question was: "What is the difference between a habit and an instinct?"

The speaker answered: "A habit is a way of doing something that you have learned to do. For example, brushing your teeth every day is a habit. An instinct is a way of doing something that you are born with. For example, a baby knows how to suckle at the breast of its mother. This is an instinct."

One more question was: "What is the difference between a stimulus and a response?"

The speaker answered: "A stimulus is something that causes a response. For example, if you touch a hot object, the heat is the stimulus. A response is the action that you take in answer to the stimulus. For example, you pull your hand away from the hot object. This is the response."

The speaker then asked the listeners to think of some examples of stimuli and responses in their own lives. They thought of many examples, such as seeing a red light and stopping a car, or feeling hungry and eating a meal.

The speaker then asked the listeners to think of some examples of habits and instincts in their own lives. They thought of many examples, such as brushing their teeth every day, or knowing how to walk and talk.

The speaker then asked the listeners to think of some examples of reflex and voluntary actions in their own lives. They thought of many examples, such as pulling their hand away from a hot object, or deciding to go to school.



TALK BY DR. XII

March 4, 1936

Today Dr. XII continued the discussion of the human body and its care and functions. The body must be taken care of. We must follow the same principles as are followed in the care of the automobile. Air must be kept in the tires of this machine. So, too, we must keep air in the human body. If the body is to function properly, it must be provided with sufficient fresh air.

Here we found that the parts of the body must have room to function in, mainly, the heart and the lungs. The proper way to give the heart and the lungs proper room is for one to stand erect.

Water is necessary to operate the automobile. Likewise, water is necessary in the operation of the human body. People must drink plenty of fresh water. We must be sure that we provide means to eliminate the water from the body. Perspiring is one of the methods of allowing water to depart from the body. Therefore, we must keep the various pores of the body clean. This is accomplished by daily baths and showers. If the pores are clogged, the water cannot free

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itself.

If the automobile is to move, it must be furnished with gasoline. The food that we eat acts as a gasoline for the body. We must follow a well-rounded diet. Meat, milk, fruits, and vegetables are good examples of the well-rounded diet. These foods are good building materials.

Muscles and joints form the mechanism of the body. If the muscles are to develop properly, they must be properly exercised. The process of exercising must be carried on day by day. This is where the body differs from the automobile. An automobile probably requires a greasing every thousand miles. There are no set periods set aside for the caring of the automobile. On the other hand, the care of the body is a constant, everyday work.

The question of sex was now discussed by the doctor. There are certain cells that are secreted in the body that must be taken care of. There are several ways in which this may be accomplished. The first way is to do nothing about it. Then we have the bad solution - to associate with girls of low moral character. And finally we have the method of taking care of it ourselves. This final method is

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The question of sex was now discussed by the doctor. There are certain cells that are responsible in the body that must be taken care of. There are several ways in which this may be accomplished. The first way is to do nothing about it. Then we have the bad solution - to masturbate with girls or boys of low moral character. And finally we have the method of taking care of it ourselves. This third method is



masturbation. From the standpoint of medical men, this habit has no ill effects, physically speaking. But from the standpoint of the church and morals, it is not a good thing to practice. To avoid the final method, we have the alternative of doing nothing about it, and letting Nature take care of it. This method is to be recommended. One may find that the habit of masturbation may be detrimental to him in his married life.

Dr. XII pointed out that, to a doctor, one part of the body is the same as another. "It is not the duty of a doctor to tell one how to run his machine - the body. The members of this class have instructors who will help them in this. But it is the duty of the doctor to tell one how to take care of his body."

The members of the group had several questions to ask. They seemed to be very much interested in the subject of cigarettes. Dr. XII informed them that cigarettes are not harmful. The nicotine in the cigarettes does not reach the lungs. The smoke that is inhaled does no harm. "The belief that smoking stunts one's growth is a myth," said Dr. XII. It is the doctor's advice that boys of 15 or around

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16 should get at least 8 or 9 hours of sleep each night. He further advised the boys that they should not listen to men who have no medical knowledge. These men may be great business men, but they have little or no knowledge of the human body.

The discussion was a long and interesting one, and was well received by all present.

The boys were unanimous in their acceptance of this invitation.

A printed blank was given to each boy. These blanks were to be filled out today. Pencils were passed out for this purpose. Mr. H gave complete instructions for the filling out of these blanks. As a result, few questions were asked.

One of the more interesting questions was, "Am I just like him?" This brought a very interesting answer from Frank, "It's not possible for one person to be like another person." Not long after this answer, Frank was asked to leave the room by Dr. F. The boy, after given certain instructions by Mr. H, became rather independent. He decided to put whatever answers he wanted to. After a period of about five minutes, he returned to the room after Dr. F had talked to him.

During the examination, they were told by Mr.

it should get at least 6 or 7 hours of sleep each night. He further advised the boys that they should not listen to men who have no medical knowledge. These men may be great business men, but they have little or no knowledge of the human body. The discussion was a long and interesting one, and was well received by all present.



EXPLANATION OF TEST BY MR. II

on Friday, March 5, 1936

Before the work started, Mr. II informed the boys that they might come to the Y.M.C.U. Carnival on March 12 and 13. Through the effort of Mr. O, the boys would be admitted free of charge. The boys were unanimous in their acceptance of this invitation.

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II that the test would act as a basis for a discussion on Friday. Dr. VII was to discuss these questions. Mr. II took special care to explain each of the various questions. There was sufficient time for the boys to devote their thoughts to the answers of the questions.

When the examination was finished, the papers were passed to Mr. II and to Mr. F. It was noticed that the boys were very careful to see that they returned their pencils to Mr. II.

Dr. VII spoke to the boys about mental hygiene and personality adjustment. During Dr. VII's career he has come in contact with many thousands of people in distress. These people have come to Dr. VII for help, but he feels that persons in distress cannot be helped by any one unless they help themselves.

One of the most fundamental desires of human life is to be something other than we are. But we should build our wishes and ideals according to what we can realize. When we realize that we cannot realize our ideals, we can do two things - draw away from our ideals and sit down and brood over the fact





TALK BY DR. VII

March 6, 1936

Before the talk commenced, Mr. II informed the boys that they were not to be in the building before 3:45 P.M. They were also told that they must leave the building immediately after the work of the day was finished. He also announced that, beginning Monday and continuing for four days, pictures would be shown at the Burroughs Newsboy's Foundation. This meant that there would be no gym class until Friday, March 13.

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TALK BY DR. VII

March 6, 1936

Before the talk commenced, Dr. VII informed the boys that they were not to be in the building before 8:45 A.M. They were also told that they must leave the building immediately after the work of the day was finished. He also announced that, beginning Monday and continuing for four days, speeches would be given at the Burroughs-Wadsworth Foundation. This meant that there would be no gym class until Friday.

March 13.

Dr. VII spoke to the boys about mental hygiene and personality adjustment. During Dr. VII's career he has come in contact with many thousands of people in distress. These people have come to Dr. VII for help, but he feels that persons in distress cannot be helped by any one unless they help themselves.

One of the most fundamental desires of human life is to be something other than we are. But we should build our selves and ideals according to what we can realize. When we realize that we cannot realize our ideals, we can do two things - turn away from our ideals and sit down and brood over the fact



that we cannot realize our ideals, or we can give up everything and wait for a chance. Brooding over the fact that we cannot be something will not make us what we want to become.

For instance, some of us can do the exercises as well as the gym instructors. Some of us will sit back and think how great it would be to be just like them. Most of us do not sit back and brood, but we try very hard to do what we can and come as close as possible to realizing our ideal.

Dr. VII said, "Choose an ideal that can be realized and if you cannot reach it right away, try hard and do not sit back and dream but do what you can do along the lines of your personalities." He further stated, "Know who you are, and what you want to be." Most of us, consciously or unconsciously, ask ourselves, "Are we like that person or not?" We can be jealous or envious of that particular person. Nevertheless, being discouraged or jealous, or even envious, will not help us. Discouragement, jealousy, or envy are destructive. Whatever we find in ourselves we should accept. We should accept it as a challenge.

People have the wrong type of insight. They

that we cannot realize our ideals, or we can give up everything and wait for a chance. Brooding over the fact that we cannot do something will not make us what we want to become.

For instance, some of us can do the exercises as well as the gym instructor. Some of us will sit back and think how great it would be to be just like them. Most of us do not sit back and brood, but we try very hard to do what we can and some of us are able to realize our ideal.

Dr. VII said, "Choose an ideal that can be realized, and if you cannot reach it right away, try hard and do not sit back and dream but do what you can do along the lines of your personal ideal." He further stated, "Know who you are, and what you want to be." Most of us, consciously or unconsciously, ask ourselves, "Are we like that person or not?" We can be jealous or envious of that particular person. Nevertheless, being discouraged or jealous, or even envious, will not help us. Disappointment, jealousy, or envy are destructive. Whenever we find in ourselves we should accept it as a challenge. People have two types of insight. They



are continually walking in circles. This is decidedly wrong. They should stop and think. These people should take an inventory of their powers and chances and decide what to do according to this basis. The people who do not stop to think are continually running around in circles. If we find that we are lacking in strength, we should not give up in despair, but we should do something about it.

Dr. VII next discussed friendship. He said, "Friendship cannot be manufactured. We may think that we have many friends, but we really have few, if any, real friends. We may have many acquaintances, but the thing is to have a few real friends. It is not the number of friends one may have, but the quality of the friends." Dr. VII now cited an incident showing what real friendship is.

During the World War Dr. VII was in France. One day after a long, weary march his company welcomed an opportunity to rest. They were allowed to rest on the ground for a few hours. Immediately, they all fell to the ground, and in no time they were all asleep. In a very short time, the guns of the hostile army commenced to lay down a barrage and their sleep was rudely interrupted. Their next move was to reach

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a concrete dugout a few hundred feet away. Upon reaching the dugout the sergeant called the roll... Dr. VII was missing. To go out to find him would be risking death. Nevertheless, a young friend of his, throwing aside all caution, risked his own life to save Dr. VII, whom, somehow or other, the enemy guns had failed to awaken. This was evidence of a true friend.

We are all handicapped by the circumstances that we are living in. There is some power in us that can defeat the most distressing circumstances. It is possible, if we have good friends, and if we have sound ideals, to be a balanced personality. These qualities are necessary if we are to live a well-rounded, successful life.

every day... in South Boston, in Charlestown, in the South End, and in the so-called nicer sections, for instance, Brookline.

The next topic to be discussed by the members of the group was, "What are our impressions of the two men?" The discussion showed that one of the men was ambitious while his companion was lazy. The lazy fellow was continually drinking and watched the other fellow do all the work. One of the men was really serious about his profession. On the other hand, we

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DISCUSSION BY MR. XIII.

Monday, March 9, 1936

Now we begin the discussion over a series of pictures which are shown at the Burroughs Newsboy's Foundation. The first picture shown is "Alias the Doctor". This picture brings up many very interesting angles of life. Mr. XIII said, "Experience has given us judgment, but it has not given us intelligence."

After the picture was shown, the speaker asked a series of questions which were discussed and answered by the boys. The first query to receive discussion was, "Does the picture seem unreal or impossible?" We found that the happenings of the picture are being enacted around us every day.... in South Boston, in Charlestown, in the South End, and in the so-called nicer sections, for instance; Brookline.

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DISCUSSION BY MR. KILL

Monday, March 9, 1933

Now we begin the discussion over a series of pictures which are shown at the Hawthorne Hospital's Foundation. The first picture shown is "Alas the Doctor". This picture brings up many very interesting angles of life. Mr. Kill said, "Experience has given us judgment, but it has not given us intelligence."

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found that his brother was a "play-boy". As a result, this affected his college life. He wasn't interested in being a doctor; he was more interested in getting the fun out of life. Here the speaker, Mr. XIII, cautioned the boys to get all the possible fun out of life, but not to let this interfere with their getting somewhere in life, and to get anywhere in life, one must have a definite purpose in mind. To attain this goal, one must apply himself to the task until it is accomplished.

Anybody has the right to be lazy. God gave each and every one of us the right to commit any kind of a misdemeanor we wish to. But society and our fellowmen say NO. The committing of this act will interfere with the pleasure, the comfort, the safety, and the happiness of the rest of our associates. In a game of baseball if a hitter has just hit a home-run or a three-bagger and refuses to run around the bases, he would be interfering with his associates, and the chances are that the remaining eight members of the team would give him a licking.

"Did Carl, when he took the blame for Stephen's act, correct the situation?" This query received quite a bit of discussing. The majority of the boys thought

found that his brother was a "play-boy". As a result, this affected his college life. He wasn't interested in being a doctor; he was more interested in getting the fun out of life. Here the speaker, Mr. XIII, cautioned the boys to get all the possible fun out of life, but not to let this interfere with their getting somewhere in life, and to get anywhere in life, one must have a definite purpose in mind. To attain this goal, one must apply himself to the task until it is accomplished.

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"Did Carl, when he took the blame for Stephen's act, correct the situation?" This query received quite a bit of discussion. The majority of the boys thought



that Stephen should have taken his own medicine, and refused to have Carl intercede for him. Most of the boys thought that Stephen was sorry at the moment, but he quickly forgot his sorrow. We owe it to ourselves to become something. We want to be respected by others and to be known as a "square-shooter".

The picture, "Alias the Doctor", certainly proved to be a topic for discussion to the boys. Their appreciation and enthusiasm was shown by their interest and by their discussion of each of the questions asked by Mr. XIII. The members are looking forward to tomorrow's feature, "Gentlemen are Born", and the discussion by Mr. XIV of the Burroughs News-boys' Foundation.

Mr. XIV stated that there was a great deal of good "stuff" in the picture. There followed quite a discussion over what the store was held up with. Was it a pipe or a fountain pen? There was a difference of opinion over this question. Most of the members were agreed that this young college man could have taken more than ten dollars. The question now arose, "Was he entirely honest when he took the ten dollars?" The majority of the boys thought that he was honest when he robbed the store and took the ten

that Stephen should have taken his own medicine, and refused to have Gary interfere for him. Most of the boys thought that Stephen was sorry at the moment, but he quickly forgot his sorrow. We are to ourselves to become something. We want to be respected by others and to be known as a "square-shooter".

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DISCUSSION BY MR. XIV.

March 10, 1936

"Gentlemen are Born" was the title of our discussion today. Our speaker was Mr. XIV of the Burroughs Newsboy's Foundation. While the picture was being shown, the speaker asked the boys to think over the situation that presented itself and to think if it would be possible for them to be caught in a similar chain of circumstances. Following the showing of the picture the members adjourned to the discussion room. There followed a real round-table discussion, with everybody taking part. Mr. A, Mr. J, and Dr. B joined in the discussion.

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dollars. The general opinion was, because he said he would return the money, he was honest. Some of the boys declared that he was well-intentioned.

The question of honesty received quite a bit of discussion. Dr. B said, "He was honest with everybody except himself. He was worrying all the time and never stopped to make a decision. This young fellow was unable to combat situations as they arose. He was continually taken by surprise because he had not prepared himself to meet situations. He seemed to be honest enough throughout the picture." Mr. II asked the question, "Was it honest for him to accept responsibilities that he was not prepared to meet?" The boys were all agreed that it was not honest for him to accept the responsibility of supporting a wife when he was not prepared to support her.

"What was the real reason that he had so much difficulty after leaving college?" He wanted to be a football coach after graduation. As a result, he had thrown aside the opportunity of learning to accept an intellectual job when it presented itself. Because of this he had no steady job. He found that he was slowly becoming a failure. His trouble was that he had not begun to think about his future early enough. His

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only outlook was to become a football coach. This fellow thought that after he received his diploma it would be possible for him to step right out and be a "big shot".

For one to get anywhere in life, he must have a plan. But he must have a plan that can be reached by him. He must not cherish the hope of accomplishing the impossible. This was the general opinion of the boys, but Dr. B said, "Having a plan is not enough. One must think. The matter of thinking was this fellow's whole trouble. He did things on the spur of the moment. He should have known that he couldn't possibly get away with the money from the pawn-shop."

The character under discussion was really a good fellow, but he did not get all the opportunities out of college that he might have. He was not prepared to accomplish something definite. The majority of the boys agreed on this point. He really had no thoughts of becoming crooked until the opportunity of getting "easy money" came up.

As we go along from day to day, we must make use of the opportunities that come up, because they might lead to something definite. If we neglect them, we might get headed in the wrong direction.

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As we go along from day to day, we must make use of the opportunities that come up, because they might lead to something definite. If we neglect them, we might get headed in the wrong direction.



## DISCUSSION BY MR. II

March 11, 1936

The picture shown today was "Young America". At the completion of the picture the boys were asked by Mr. II to list the highlights of the picture. They were listed as follows:

- Fighting in school
- Fighting outside the school
- The invention
- Bullying
- Fear of going home
- Walking with pal
- Protecting the girl
- Getting fired before he started work

On the basis of the foregoing listed topics, the class was asked to name the picture. There were a number of very good suggestions, among them being "Early Life", "Little Men", "Troubles of Boyhood", and many others of equal interest and importance. Mr. II suggested for a title "Learning How to Take It". This was advanced because of the courage the small fellow stood up to another probably fifty or sixty pounds heavier than he.

The little fellow was held up as an ideal and as a real friend. It is certainly worthwhile to have a few real friends who can be depended upon to come through in the pinch. The scene in the school-

DISTRIBUTION BY MR. M.

March 11, 1933

The picture shown today was "Young America".  
At the completion of the picture the boys were asked  
by Mr. M. to list the highlights of the picture. They  
were listed as follows:

- Playing in school
- Playing outside the school
- The instruction
- Playing
- Part of going home
- Walking with girl
- Protesting the girl
- Getting tired before he started work

On the basis of the foregoing listed topics, the  
class was asked to name the picture. There were a  
number of very good suggestions, among them being  
"Early Life", "Little Man", "Troubles of Boyhood",  
and many others of equal interest and importance.  
Mr. M. suggested for a title "Learning How to Live It".  
This was advanced because of the courage the small  
fellow stood up to another probably fifty or sixty  
pounds heavier than he.

The little fellow was held up as an ideal  
and as a real friend. It is especially worthwhile to  
have a few real friends who can be depended upon to  
come through in the pinch. The scene in the school-



room was discussed as being very important. Most of the boys thought this scene brought up the subject of discipline and self-control. If the boy in question had displayed discipline and self-control he would not have become involved in a situation such as this messy one.

The statement, "Arrh that guy can't fight," was certainly an indication that the little fellow could take it. After being knocked down several times he still had his heart with him.

Most of the boys agreed that he felt better when he discussed his predicament with "Granny". The thing to do when we are worried or afraid is to tell someone and to get it off our chests.

The ingenious invention of the boys for carrying wood was now discussed. Mr. II asked the question, "How many of us put as much thought in ingenuity, e.g. ability to be different, thoughtful, and inventive in the way in which we do our work?" This boy got a big kick out of doing his work. He took the trouble to make a plan, to find material, to put this material together, and to try to correct defects in his invention. He made his work very interesting. As a result of this topic the boys were asked what

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As a result of this topic the boys were asked what



outside jobs they perform. Each had a variety of tasks to accomplish. These were carrying wood and oil, doing errands, making beds, washing the dinner dishes, and other general household tasks.

The boy in the picture was admired for his courage and pluck. There are many fellows today who have a big yellow streak down their backs. If a little thing happens they give up in despair. The boy was faithful to his pal. He protected the girl. When he lost his job, he didn't grumble or mumble.

As an example of one who could take it, Jack Dempsey was named. He was knocked out of the ring by Firpo. Nevertheless, he had enough courage and pluck to come back and win the fight. The boy or the fellow who is really worthwhile is the one, who, when knocked out, is able to come back and win. Another example was Abe Lincoln. Only seven years before he attained the high office of President of the United States, he was defeated as a candidate for the common legislature of the state of Illinois.

The boys were asked to have such an ideal before them all the time. They were told that they could either be bullies or be fine types of young Americans.

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DISCUSSION BY MR. VI

March 12, 1936

Today we had the privilege of seeing a most interesting picture, "The Band Plays On". Before beginning the discussion, Mr. VI had the boys list the four distinct characteristics of the picture. These were team work, respect for the coach, gratitude, amount of courage and pluck it required to make a successful comeback.

There was certainly a lack of teamwork when the boys first went to the playground. Immediately they tried to carry the ball without knowing about it. Coach "Howdy" showed the boys how they could secure teamwork. When the boys had solved the problem of teamwork, they had no trouble in carrying the ball successfully. At the beginning of their careers the boys had courage, sportsmanship, spirit, and above all else, respect for their coach. Respect will carry one much farther than almost anything else.

When everything seemed to be running smoothly, temptation appeared before the boys in the form of a professional football coach. As bait to lure them away from their friend, the coach, he offered each of

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There was certainly a lack of teamwork when the boys first went to the playground. Immediately they tried to carry the ball without knowing about it. Coach "Hoddy" showed the boys how they could secure teamwork. When the boys had solved the problem of teamwork, they had no trouble in carrying the ball successfully. At the beginning of their careers the boys had courage, sportsmanship, spirit, and above all else, respect for their coach. Managers will carry one much farther than almost anything else.

When everything seemed to be turning smoothly, temptation appeared before the boys in the form of a professional football coach. In order to lure them away from their friend, the coach, he offered each of



them \$500 a game if they would enter professional football. Immediately three of the boys saw their dream come true. Before them was the money that would enable them to complete their college education. The other fellow stood out as an example of courage. He still had respect for his coach. It took great courage for this boy to stand up against his pals.

When the three pals listened to the radio description of the game what effect stood out? They wanted to get out and play for the team. Their consciences told them what to do. Our consciences tell us to do right and the Devil tells us to do wrong. We may be happy at work and out of a clear sky temptation appears to us.

"Was there more fun playing games than there was stealing cars?" All of the boys were in favor of playing games. "If we do something against the law or otherwise, there is always some one who will suffer more than we will ourselves."

"What kind of a leader should we follow?" The boys answered, "The right leader." And to discover the right leader we must study the actions of our associates. A boy is known by the company he keeps.

Athletics in schools and colleges are clean.

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"Was there more to playing games than there was stealing cars?" All of the boys were in favor of playing games. "If we do something against the law or otherwise, there is always some one who will suffer more than we will ourselves."

"What kind of a leader should we follow?" The boys answered, "The right leader." And so whenever the right leader we must study the actions of our associates. A boy is known by the company he keeps. Athletics in schools and colleges are clean.



Participation in athletics builds up the players physically. It shows what teamwork will accomplish. It builds the players up mentally. And lastly, but most important, it teaches the players to take orders. We must learn to take orders, and to take them when told.

Nothing in the world can ever beat this combination - clear thinking, and clean living.

The title of the picture, "The Band Plays On", raised a discussion. Whether we are in the game or not the band plays on and the world can go on without us.

A poll was taken to determine which of the pictures the boys liked the best. The results - "The Band Plays On" - 6, "Young America" - 2, "Gentlemen are Born" - 1, "Alias the Doctor" - 1.

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The results of the poll were as follows: "The Band Plays On" - 6, "Young America" - 2, "Gentleman are Born" - 1, "Alma the Doctor" - 1. The picture "The Band Plays On" was the most popular. It was liked by all the boys. The picture "Young America" was liked by two boys. The picture "Gentleman are Born" was liked by one boy. The picture "Alma the Doctor" was liked by one boy.



DISCUSSION BY MR. XV

March 16, 1936

Mr. XV informed the boys that a big asset in life is for one to graduate from high school. Mr. XV himself had no such opportunity. The death of his father came when he was only three years old. As a result of this unfortunate happening, Mr. XV was lucky enough to complete the grammar course. At the completion of his school days he went to work in a factory. He stayed here for seven years until he attained the opportunity of becoming Mr. Q's assistant.

When the speaker was a boy he was like any other boy. He stood around a street corner with a group of companions and occasionally got into trouble with the neighborhood policeman. His big opportunity in life came when he joined the gym at the Union. He became a member in 1906. That gave him something else to do besides hanging around the street. He had the opportunity of doing something constructive. When he became Mr. Q's assistant he went to the graduate school at Harvard during the summer to study for this work.

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DISCUSSION BY MR. W.

March 12, 1933

Mr. W. informed the boys that a big case in life is for one to graduate from high school. Mr. W. himself had no such opportunity. The death of his father came when he was only three years old. As a result of this unfortunate happening, Mr. W. was unable enough to complete the grammar course. At the completion of his school days he went to work in a factory. He stayed here for seven years until he attained the opportunity of becoming Mr. G's assistant.

When the speaker was a boy he was like any other boy. He stood around a street corner with a group of companions and occasionally got into trouble with the neighborhood policeman. His big opportunity in life came when he joined the G. at the Union. He became a member in 1908. That gave him something else to do besides hanging around the street. He had the opportunity of doing something constructive. When he became Mr. G's assistant he went to the graduate school at Harvard during the summer to study for this work.

Mr. W. advised the boys to get into some good



settlement house or gym and avoid getting into trouble - standing around the streets will eventually get one into trouble. He strongly advised the boys to become good sportsmen. A fellow who is a good sport is one, who even when he loses, congratulates the winner, and swallows his own defeat. The crowd will always respect a good sport. If you are a good sport you will have a clean mind. When you play a game, even the game of life, play it with a clean mind. Don't do anything underhandedly. The fellow who does something underhandedly in order to win will always be troubled by his conscience.

Mr. XV told the boys that they were on the right road to success. It was their duty to continue. In order to do this they must join some organization. He told the boys that there was an excellent opportunity to do this right here in the Union for those who were older. The boys would be able to continue their classes for a small registration fee.

The main point, then, is to join some settlement house or gym in order to continue the good work the boys have started, and in order to stay out of trouble.

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TALK BY DR. VII

March 18, 1936

Dr. VII spoke today about his war experiences. However, he said that he didn't like to speak about such experiences. "I feel that because we are old friends we can talk about personal matters.

"I was a Second Lieutenant; my job was to carry messages from one company to another. During July, 1918, there was a heavy battle around Rheims. During the battle the German army advanced about two days but was forced to retreat for seven days. When the German army was forced to retreat we ran into a pretty tough situation. I was to take a message from my company to another. This company was located in a dugout. When I arrived there, there was no officer in charge. The only remaining officer was lying on the ground mortally wounded. His two legs were completely smashed. Here, just at this moment, a young medical officer came into the dugout. When he was asked to help the bleeding man on the ground, he said that he had lost his gas-mask. However, there was not one trace of gas in that area.

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"He had taken an oath when he first became a



physician. Now he had forgotten all about this oath. Here he was refusing to alleviate the suffering of this poor fellow. I became so angry that I went down into the dugout and forced him at the point of my pistol. He was so frightened that he couldn't help the fellow in the least. When help was badly needed he was so selfish and so concerned with his own life and happiness that he refused to help this poor captain.

"There is another experience that is very deep in my mind. At the time I was only about eighteen years old. Only a few weeks before I had been promoted to the rank of Second Lieutenant and was rather impressed with my importance. One day the captain of my company called me and told me that it was necessary for me to take a message across a field that was under enemy fire. I protested, and told the captain that the enemy could see a mouse move in that field. 'If we go across that field, I anticipate that neither my four companions or myself will come back.' The captain looked up at me and replied, 'You must remember that I am your superior, and that when I tell you to do a certain thing you must do it. The command that I give is to be carried out. In the second place, you may be right in what you say, but I also received

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an order. Headquarters has told me to do this, and I must see it carried out. It may be something that is important and is for the common good.'

"When I returned, the captain told me the men at Headquarters had sent a second party across that field. My group was sent to draw the enemy fire while the second was going to reach a certain objective. This second had captured a valuable section.

"I do not like war but I do think that it teaches one how to obey. In addition it teaches one how to control himself. Furthermore, we learn to give up our own happiness and possibly our lives when the well-being of some other is at stake. Summing up all these we find that we have courage, helpfulness, self-discipline, and obedience."

At the close of the talk the boys gave the doctor a very sincere appreciation of his most interesting talk.

"With this astonishing amount of knowledge, I started in on my career. Architecture is called a profession because you have nothing to sell but your own services. Incidentally, one of my partners made

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TALK BY MR. XVI

March 19, 1936

"There are a few things I learned from architecture. One of these I learned when I had finished school. I found out that the teacher could see everything from his desk. He could see the actions of each individual under his charge. The second thing that I found out was that anybody could find enough work to do if he really wanted to find it.

"One day the boss came in and asked me to make the plans for a new structure that was to be built in Boston. The building was to be built from money that had been left to the city by Benjamin Franklin. In 1789, when he was made Governor of Pennsylvania, he left his salary to Boston, the city of his birth. This amounts to about one-half million dollars annually (every hundred years). This proves that if one saves a little day by day, some day it will amount to a great deal.

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the plans for the Hotel Touraine next door. After months and months of hard work, he finally completed the plans. The plans covered more than forty or fifty pages of paper. Even when the plans for any building are completed, the architect is not through. He must be on the spot to tell the contractor what each line means.

"There are two sides to architecture. One side is the use of the imagination. Things must be thought out before a single line can be drawn. The other side is the business side. The architect has charge of all the money involved in the new building. It is he who apportions the money. It certainly is a very hard thing to see that all of that money is spent fairly and squarely. No matter what the job, there are always a few individuals who are not on the level where matters of money are concerned.

"Another way to be sure that we are always busy is this. If we go to work for a man for a half-hour, we must do that new job so well that this individual will want to hire us tomorrow for another half-hour. If we should pick out ten men whom we think are successful, we will find that at least nine of these ten men are holding their positions because

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they have satisfied customers. The act of pleasing our customers is the shortest avenue to success.

"If one wants to stay in business he should do his job just as well as he possibly can. No matter what we do, everybody sees it. Do a good job whenever you get a chance. In order to do the job well we must please two persons - our client, and ourselves." Not long ago, Mr. XVI and his associates made plans for a new home. Their client was so pleased that he told friends. The picture of the new home was published in a monthly magazine. As a result of this free advertising, Mr. XVI has received more than ten offers to make plans for similar houses. By free advertising we mean a satisfied customer.

Instructors.

Mr. II gave a quick summary of the six weeks that we have just completed. The first week was devoted to the organization of society. The first emphasized here was that we must accustom ourselves to our surroundings. The only freedom that we must have is that which will come from fitting in with the rules of society. If we were to go to the top of a high building and say we were free, and then jump to the street, all that would remain would be a great mark

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When a customer is satisfied, he will tell his friends

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TALK BY MR. II

March 20, 1936

Today found our six weeks' friendly relations coming to a close. We will not have the opportunity of meeting each other every day, but the friendship is something that will stay on. All the men who have met the boys will remain their friends. Mr. II, Dr. VII, Mr. J, Mr. X, Mr. C, and Mr. I are always on hand to give council to the boys whenever needed.

Before the final talk of the session the boys gave the gym instructors a cheer. The applause lasted more than five minutes and the men were visibly affected. Each of the boys shook hands with the gym instructors.

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on the sidewalk. If we knew and used the laws of gravity, we would be able to enjoy the freedom in the air by means of a glider or aeroplane.

The second week we devoted to giving examples of good citizens. "There is not a single boy here today who cannot be a good citizen." To be a good citizen we do not have to be important or famous. The thing we must remember is to do whatever we are doing in the very best possible manner that we can.

In the third week we discussed how it was difficult for the boys to be good citizens. We finally came to the conclusion that there is nobody who is without his personal problems. The solution to this is that we must not allow these difficulties to knock us down. We must rise above them and be good citizens.

During the fourth week we discussed "Health and Hygiene". The thing for the boys to do now is to guard the body against any physical defect. This can be accomplished by frequent visits to the gym, hygiene, and careful living.

The fifth week we devoted to discussing a series of pictures which were shown at the Burroughs Newsboy's Foundation. The individual problem in each picture was taken out and discussed thoroughly.

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The sixth and final week we devoted to sort of rounding things out. During the six weeks some notable professional men have devoted their valuable time to the boys. They were giving this time knowing that it was worthwhile. These men knew and believed that every good boy here could be an honest, upright citizen.

The boys, in order to prove to the speakers that their good time was well-spent, must do something. First, they must believe in themselves. They must make good; everyone said that they were worthwhile. We expect the boys to believe that they have some friends. The persons whom they met during the past six weeks can help them through any sort of problem. The boys must believe in themselves and in others. "If it is not in our power to be all-American full-backs, we can be all-American citizens."

Training delinquents. We certainly are conscious of the fact that our present approach may be mainly superficial and substantially in error; however, little is said about this larger aspect of our program and our problem in the suggestions given us. We are, however, grateful to our observers for the corrective influence they exerted in dealing with our immediate problem. Perhaps, some felt motivated to deal kindly with us; however, we encouraged

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## VI

SUGGESTIONS

This chapter has been taken from the last part of the Observer's Report Blank. The reason for it is obvious. We hoped to gain from the variety of viewpoints, and the variety of insights which the different observers presented, a wide range of suggestions to be utilized in further experimentation. It also proved of help in seeing areas where immediate improvement might be made.

It is to be observed with some regret that most of the suggestions did not cover the larger aspects of the problem we were dealing with. That is, there are very few suggestions which deal directly with this approach to a program of training delinquents. We certainly are conscious of the fact that our present approach may be mainly superficial and substantially in error; however, little is said about this larger aspect of our program and our problem in the suggestions given us. We are, however, grateful to our observers for the corrective influence they exerted in dealing with our immediate problem. Perhaps, some felt motivated to deal kindly with us; however, we encouraged

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complete frankness, for certainly nobody entered into this investigation with the idea of developing panaceas for the handling of delinquent children.

The suggestions given us are listed as follows:

A, Feb. 10 - "Mr. I stated on the morning after his talk to the boys that it might be well to have his function entirely outside of the school; that is, it might be well for him not to come into the school as a speaker at all, but hand the boys over to the school, and let it carry on. He felt that his function as a Judge might preclude an effective appeal to the boys in the classroom, and might actually inhibit our work."

B, Feb. 11 - "I wonder if, later on, we shouldn't try to have the boys for longer hours, including supper, and a good discussion."

A, Feb. 11 - "Talk was too long. Each speaker must be checked before each discussion period."

Gym work is too individual. These boys must learn more team play; therefore, game must be introduced before too long.

Might use a checking in and out system to train in punctuality."

A, Feb. 12 - "Discipline should come from one source."

C, Feb. 12 - "A few minutes of discussion should be

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A. Feb. 11 - "Right was a checking in and out system to train in punctuality."

A. Feb. 12 - "Stimulating should come from the speaker."

B. Feb. 12 - "A few minutes of discussion should be"



allowed the boys after the talk for enlightening them, and incidentally the Director, about them. The experiment should be continued, as the boys' attitude is highly encouraging."

D, Feb. 12 - "Would advise that callisthenic and gymnastic routine be curtailed, if possible, in favor of a series of athletic contests, volley-ball, squash ball, basketball, etc., to develop team spirit."

A, Feb. 13 - "Explained to Mr. P that David is dull, so that too much will not be expected from boy."

Speaker did not appear. Must devise a system for checking all speakers to be sure of their appearance."

A, Feb. 14 - "Dr. B feels that the adults should not sit in the back of the room as sort of supervisors, but should get into the boys' circle and become part of the group. Arrange to have adults in the group circle."

D, Feb. 14 - "Would suggest that the boys not enter the gym singly, but wait until the entire group is ready, unless a boy is tardy, or there is some other good reason."

B, Feb. 14 - "Group Counselors should also appear in the exercises as much as possible; at present too

299.

allowed the boys after the talk for enlightening them, and incidentally the director, about them. The experiment should be continued, as the boys' attitude is highly encouraging."

B. Feb. 12 - "Would advise that calisthenics and gymnastic routines be curtailed, if possible, in favor of a series of athletic contests, volley-ball, squash ball, basketball, etc., to develop team spirit."

A. Feb. 12 - "Explained to Mr. F. that David is still so that too much will not be expected from boy."

Speaker did not appear. Must devise a system for checking all speakers to be sure of their appearance.

A. Feb. 14 - "Dr. B. feels that the advice should not all in the back of the room as some of supervisors, but should get into the boys' minds and become part of the group. Arrange to have advice in the group circle."

B. Feb. 14 - "Would suggest that the boys not enter the gym singly, but wait until the entire group is ready, unless a boy is tardy, or there is some other good reason."

B. Feb. 14 - "Group supervisors should also appear in the exercises as much as possible; at present too



many people in the side-lines.

After the exercises, conversation with the instructor, Mr. P, reveals that his principle in handling the boys is being one of them, and still keeping respect (a principle which he puts into action successfully)."

D, Feb. 17 - "Would suggest that the boys be given a certain amount of time, after each talk, in which time they may have a discussion and comment on the main topics for that particular talk."

A, Feb. 17 - "Perhaps too many pals in group."

Must check the car tickets so that boys do not have to explain them to every gate-man.

A short, direct talk and discussion such as we had today probably is the best for this period of discussion."

A, Feb. 18 - "Dr. B suggests no special treatment until the experiment is over. Fred and Richard should wait until the experiment has gone along farther."

Suggestion made - When boys hang back one of the group be instructed to suggest to the others to get into the play. Let the boys do their own disciplining.

B, Feb. 18 - "Class sessions must be longer. I don't expect any particular effect from the short contact

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After the examination, conversation with the in-  
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play. Let the boys do their own discussing.  
B. Feb. 18 - "Class sessions must be longer. I don't  
expect any particular effect from the short contact



method in this experiment. Boys must have chance to express themselves and to be trained in thinking and discussing.

Suggest also that boys be given supper and held for longer hours at least once a week (preferably last evening of each remaining week) for the purpose of a thorough round-table conference on each week's activity. I am willing to contribute toward the supper expenses and to help conduct the discussions."

A, Feb. 19 - "Several boys were quite stiff and sore today. Suggested that exercise be less strenuous.

Told boys about their unselfishness in the car ticket incident."

A, Feb. 20 - "Work in the gym should be easy enough for all to participate.

Selected books should perhaps be made available for these boys (Starbuck's work)."

G, Feb. 21 - "In the opinion of the observer much valuable and constructive work could be done for and with the boys individually, in addition to the group work now being done with them. With individual work the boys' real problems could be discovered and remedied. The probation school is perhaps one of the places where this could be done."

method in this experiment. Boys must have chance to express themselves and to be trained in thinking and discussing.

Suggest also that boys be given paper and held for longer hours at least once a week (preferably last evening of each remaining week) for the purpose of a thorough round-table conference on each week's activity. I am willing to contribute toward the paper expenses and to help conduct the discussions.

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A. Feb. 20 - "Work in the gym should be easy enough for all to participate. Selected books should perhaps be made available for these boys (Stearns's work)."

B. Feb. 21 - "In the opinion of the observer much valuable and constructive work could be done for and with the boys individually, in addition to the group work now being done with them. With individual work the boys' real problems could be discovered and remedied. The probation school is perhaps one of the places where this could be done."



A, Feb. 21 - Mr. P suggests that the large numbers of visitors in the gym may make the boys feel like prisoners, with the spectators assuming the function as guards. Think the point is well made. All who are to be with boys should be in gym clothes and on the gym floor to become part of the group. Mr. G thinks it is bad that any of the probation officers are present. This offers a compulsory note which is not present in the rest of the program."

C, Feb. 24 - "Possible introduction of a few items of parliamentary law?"

B, Feb. 25 - "As to the exercises, it is a question whether the boys should be kept busy equally, or whether a certain exercise should be repeated with those who fail it, until they are able to do it, which, however, might split up the group, although it seems to be advisable in order to obtain the optimal training of the individual. This question should be talked over with Mr. P (who, by the way, is a real asset).

The discussion is carried out under the heavy handicap of too short a period available for it. The response of the group is promising, but the effect will be problematical as long as we cannot do a thorough job. These boys do not need mere stimulation,

4. Feb. 21 - Mr. F suggests that the large number of visitors in the gym may make the boys feel like prisoners, with the spectators assessing the situation as friends. Think the point is well made. All who are to be with boys should be in the clothes and on the gym floor to become part of the group. Mr. G thinks it is bad that any of the probation officers are present. This offers a compulsory note which is not present in the rest of the program.

5. Feb. 24 - "Possible introduction of a few items of Parliamentary Law?"

6. Feb. 28 - "As to the exercises, it is a question whether the boys should be kept busy regularly, or whether a certain exercise should be repeated with those who fail it, until they are able to do it, which, however, might split up the group, although it seems to be advisable in order to obtain the desired training of the individual. This question should be talked over with Mr. F (who, by the way, is a real asset). The discussion is carried out under the heavy handicap of too short a period available for it. The response of the group is promising, but the effect will be problematical as long as we cannot do a thorough job. These boys do not need more stimulation,



primarily, but training in thought, expression, and disciplined cooperation.

As to the exercises, some team work may be advisable; it will at least be interesting with regard to the study of the group. Talked about this with Mr. P, who will arrange some relay-games this week."

A, Feb. 25 - "Should certain members who are found to be disturbing factors in the group be taken out immediately in order to preserve the order of the group or should they be allowed to remain and attempts made to adjust them to the group? Problem to raise here is - Should exercises be of such a calibre that many of them do them imperfectly and feel a sense of defeat?"

A, Feb. 26 - "Discussion group may be too large. If six in each, the problem may be less acute.

Think adults in group make an audience for which the boys 'act'. Think the adults are inhibiting factors. None beside the discussion leader in group today; therefore, the boys 'let loose'."

A, Feb. 27 - "Am quite clumsy in the exercises at times, and think that this fact tends to give courage to the boys who do not do so well. When I am willing to try, so are they. Leader should be in group."

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A. Feb. 27 - "Am quite clumsy in the exercises at

times, and think that this tends to give courage

to the boys who do not do so well. When I am willing

to act, so are they. Leader should be in group."



A, Feb. 28 - "Need more help in the gym. I was alone most of the time today up to 4:40. Need some one to be with the boys in the various places."

B, Feb. 28 - "Drill exercises should be more deliberately utilized toward coordination and discipline."

A, Mar. 3 - "Any adults who are to be of any value in the experiment (this includes the probation officers) should be in the building in time to help in the locker room and should stay long enough to see the boys out of the door."

B, Mar. 3 - "Such activity should play a larger part in exercises. May be used as reward, since the boys like it so well. Must, however, be led toward strict cooperation; boys should learn that the idea is collective competition (work for a common goal) rather than self-expression."

A, Mar. 4 - "Insist that the boys line up to get their car tickets."

A, Mar. 5 - "There was not a single complaint regarding the filling out of the Roger Test. The boys were not suspicious of its purpose. They were told that it was to form the basis of a discussion on the following day. Believe that valuable personality material may be secured from the boys in a group without

A. Feb. 28 - "Need more help in the gym. I was alone most of the time today up to 4:40. Need some one to be with the boys in the various places."

B. Feb. 28 - "Drill exercises should be more helpful. I really liked toward coordination and stretching."

A. Mar. 3 - "Any adults who are to be at any value in the experiment (this includes the probation officer) should be in the building in time to help in the locker room and should stay long enough to see the boys out of the door."

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it was to form the basis of a discussion on the following day. Believe that valuable personality material may be secured from the boys in a group situation."



arousing their suspicions. Roger Test can be used this way."

A, Mar. 6 - "It should be studied - this question of whether the boys should be permitted to take their gym equipment home. Many of the boys took their things home today, for Mr. J had told them it was all right if they would be sure to return them."

B, Mar. 6 - "Class work must be modified - more time, more active participation of boys, and more emphasis on collective thinking and spirit of 'common task'."

A, Mar. 10 - "The little room used for discussion today made it much easier for the discussion leader. Sitting around a table in seminar fashion, the boys felt more unity in their group."

A, Mar. 13 - "Each boy should fill out some type of a statement when he is absent, stating specifically his reasons for being away. Tardiness is much increased by the shifting of headquarters, as are absences.

The boys are much more apt to be tardy or absent on a day when headquarters are changed. Therefore, the experiment should be held in one place, if possible."

B, Mar. 20 - "I suggest an increase in resolute training in thinking, habits and behavior, but not at the expense of teaching and inspiration which has been on

examining their assignments. Roger Test can be used  
 this way."

A. Mar. 8 - "It should be studied - this question of  
 whether the boys should be permitted to take their gym  
 equipment home. Many of the boys took their things  
 home today, for Mr. J had told them it was all right  
 if they would be sure to return them."

B. Mar. 8 - "Class work was somewhat - more time,  
 more active participation of boys, and more emphasis  
 on collective thinking and spirit of 'common task'."

A. Mar. 10 - "The little room used for discussion to-  
 day made it much easier for the discussion leader  
 sitting around a table in seminar fashion, the boys  
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A. Mar. 12 - "Each boy should fill out some type of a  
 statement when he is absent, stating specifically his  
 reasons for being away. Teachers to mark increased  
 by the shifting of headquarters, as are absences.  
 The boys are much more apt to be tardy or absent on  
 a day when headquarters are changed. Therefore, the  
 experiment should be held in one place, if possible."

B. Mar. 20 - "I suggest an increase in routine train-  
 ing in thinking, habits and behavior, but not at the  
 expense of teaching and inspiration which has been so



a comparatively high level throughout this period and which is to be maintained.

I also suggest a reunion of this group for one afternoon in about four weeks. One hour of gym, and one hour (or more) of discussion with the purpose of evaluating this experience retrospectively. As a preparation for this discussion, the boys should be asked to write up what they think about the experience, to make an account of it, and to submit suggestions as to how the experiment might be modified. Such a reunion might be repeated subsequently at certain intervals throughout the year."

A, Mar. 20 - "Boys can have a reunion in several weeks with a moving picture arranged through Dean LeSourd.

Boys have exhibited such interest in the gym work that it appears to be a good move to invite them back with the next group, if the Union officials do not object.

Out time has been inadequate nearly every day. We certainly need more time."

activities which are within the range of their pocketbooks and community facilities. One week of the curriculum could be devoted to this task.

3. Horizon need not be run all in one week. If

a comparatively high level throughout this period and which is to be maintained.

I also suggest a revision of this group for one afternoon in about four weeks. One hour of gym, and one hour (or more) of discussion with the purpose of evaluating this experience retrospectively. As a preparation for this discussion, the boys should be asked to write up what they think about the experience, to make an account of it, and to submit suggestions as to how the experiment might be modified.

Such a revision might be repeated subsequently at certain intervals throughout the year.

A. War. No. 10 - "Boys can have a revision in several weeks with a moving picture arranged through Dean Leonard. Boys have exhibited much interest in the gym work that it appears to be a good move to invite them back with the next group, if the Union officials do not object.

Our time has been inadequate nearly every day. We certainly need more time."



## VII

SUMMARY OF THE SUGGESTIONS

In this report we intend to make no broad and inclusive conclusions about the above experiment at this point. We will feel more inclined to do this after additional experience. The reader will have to make his own evaluation on the data cited above. There are, however, some things which we would like to suggest by way of summarizing our efforts. These things need to be said in clarifying our next experiment:-

A. Regarding Curriculum

1. One matter which we did not open up at all was the use of leisure time. Most of the boys have much time on their hands, and have not been schooled to know how to develop and use hobbies. It was during their leisure hours that they got into trouble. A subsequent experiment should help the boys to choose hobbies and leisure time activities which are within the range of their pocketbooks and community facilities. One week of the curriculum could be devoted to this task.
2. Movies need not be run all in one week. If

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into trouble. A subsequent experiment should  
help the boys to choose hobbies and leisure time  
activities which are within the range of their  
bookshelves and community facilities. One week  
of the curriculum could be devoted to this task.  
2. Notes need not be run all in one week. If



one movie were given each week, the novelty and effectiveness of this feature might be increased.

3. The use of books and good literature was not stressed in our curriculum. We had many illustrations of the bad type of reading which the boys did. The curriculum should be altered to place considerable emphasis upon the attractiveness and desirability of good reading.

4. The first week in which "the organization of society" was stressed, the curriculum was pretty heavily loaded with the law, police, and court sides of society. More stress can be placed upon the church, schools, neighborhood houses, etc. Many of the boys need to see this side of society more clearly, for they know too well the formal law and justice machinery.

#### B. Regarding the Method of Writing Up the Experiment

1. The difference between the category "Impressions" and that of "Specific Observations Regarding the Group" is not clearly enough defined for the ordinary observer. A review of Chapters II and III will illustrate the point. Much of the comment made as "Impressions" could have come in Chapter III, for many of these comments

one movie were given each week, the novelty and effectiveness of this feature might be increased.

### 3. The use of books and good literature was not

addressed in our curriculum. We had many films-

versions of the bad type of reading which the

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ness and desirability of good reading.

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of society" was stressed, the curriculum was

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court side of society. More stress can be

placed upon the church, schools, neighborhood

business, etc. Many of the boys need to see this

side of society more clearly, for they know too

well the formal law and justice machinery.

### 5. Revising the Method of Working in the Experiment

1. The difference between the category "in-

vestigations" and that of "sociological observations" re-

garding the group is not clearly enough defined

for the ordinary observer. A review of Chap-

ters II and III will illustrate the point. Much

of the comment made in "Investigations" could have

come in Chapter III, for many of these comments



were specific observations on the group. The subjective factor in Chapter II must be made more articulate to the observer.

2. The individual case studies are not satisfactory. More emphasis should be placed on this section. This will increase the length of the report, but this may be necessary to cover what really is the most important point in discussion; namely, the delinquents involved. This can be done by including more of the case records which we have developed on each boy and by paying more attention to the individual interviews.

### C. Regarding Specific Techniques Used in the Experiment

1. More use should be made of the interview.

Boys could be taken aside more often for the purpose of getting their outlooks and in aiding them in interpreting their behavior. Their actual behavior in the group can be used as a basis of the interview. More use should be made of individual talks.

2. We purposely made limited summaries of each case in our individual case studies. This was intended to draw out summaries on the parts

were specific observations on the group. The  
 subjective factor in Chapter II must be made  
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1. More use should be made of the interview.  
 Boys could be taken aside more often for the  
 purpose of getting their reactions and in aiding  
 them in interpreting their behavior. Their  
 natural behavior in the group can be used as a  
 basis of the interview. More use should be  
 made of individual talks.

2. We purposely made limited summaries of  
 each case in our individual case studies. This  
 was intended to draw out summaries on the parts



of those who have the material at hand. We did not wish to make other people's summaries in this instance. However, a complete summary of each case is desirable. This summary should be made in a final case conference held by the main leaders of the group. The summary should include:

- a. A statement of the boy's problem
- b. A statement regarding his behavior in the group
- c. A statement regarding progress and improvement
- d. Prognosis

3. Use of literature and books should be studied as a specific technique. This phase has come to our attention sufficiently to give serious thought to this tool.

#### D. Follow-up

To send these boys back into their old settings without additional help is obviously not going to make for very permanent results. Every boy was aided in establishing contacts with some settlement or neighborhood house at the end of the six weeks. Many of these contacts have already been broken for unknown reasons. A suggestion of real worth has come to us to allow the boys who have gone through one period of an experiment like this to

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 weeks. Many of these contacts have already been  
 broken for unknown reasons. A suggestion of real  
 worth can come to us to allow the boys the time and  
 through one period of an experiment like this to



continue in the gymnasium work on a voluntary basis. The follow-up needs to be exact and coordinated with the general plan of this experiment. Subsequent treatment must be developed from the leads and insights coming out of this class.

## PART III

## REPORT ON

## A SECOND EXPERIMENT IN

## JUVENILE PROBATION CONDUCTED

## FOR

## THE BOSTON JUVENILE COURT

continue in the systematic work on a voluntary basis.  
The following needs to be noted and coordinated  
with the general plan of this experiment. Subse-  
quent treatment must be derived from the lesson  
and insights coming out of this class.



## INNOVATIONS IN THIS EXPERIMENT

A second experiment in juvenile probation was started within a period of two weeks after the conclusion of the first one. It was a direct continuation of the method and attack of the first venture. However, details were varied in a number of different places in order to give our experimenters as broad a basis of experience as possible.

### PART III

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A change in the length of the experiment. Six weeks had been set as an arbitrary limit to the time for our first group. The second group was together for nine weeks. The reason for this was two-fold. In the first place, we wanted to experiment with the time-length and to shorten the period seemed as reasonable as to lengthen it. In the second place, we wanted to conclude our second venture before the weather set in. We felt

PART III  
 REPORT ON  
 A SECOND EXPERIMENT IN  
 JUVENILE PROBATION  
 FOR  
 THE BOSTON JUVENILE COURT



## I

INNOVATIONS IN THIS EXPERIMENT

A second experiment in Juvenile Probation was started within a period of two weeks after the conclusion of the first one. It was a direct continuation of the method and attack of the first venture; however, details were varied in a number of different places in order to give our experimentation as broad a basis of experience as possible. Insights developed from the first group compelled us to make certain changes. As the community became aware of the nature of our project, new resources were placed at our disposal, all of which contributed to an elaboration of our initial set-up.

A. A change in the length of the experiment. Six weeks had been more or less arbitrarily set as the time for our first group. The second group was together for five weeks. The reason for this was two-fold. In the first place, we wanted to experiment with the time-length and to shorten the period seemed as reasonable as to lengthen it. In the second place, we wanted to conclude our second venture before the warm weather set in. We felt

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A. A change in the length of the experiment. Six

weeks had been more or less arbitrarily set as the time for our first group. The second group was together for five weeks. The reason for this was two-fold. In the first place, we wanted to experiment with the time-length and the shorter time period seemed as reasonable as to lengthen it. In the second place, we wanted to conclude our second venture before the warm weather set in. We felt



that to attempt the gymnasium work and the class work during the late spring warm spells was hardly fair for our early data. Thus, we established five weeks as the time length for our second group.

B. The gymnasium period itself was altered in several respects. One of the most encouraging things about our experience with this group was its genuine enthusiasm for athletics and gymnasium work. There was a concerted appeal on the part of the boys to lengthen the gymnasium period even though this involved staying later for the class period. Toward the last weeks, the wishes of the boys were accommodated in this respect as often as possible.

The gymnasium work on Thursdays was devoted to instruction in wrestling. Mr. R, former Middle-Weight Wrestling Champion, volunteered his services in instructing the boys. This gave the period an official aspect which proved to be a substantial contribution to the physical education program.

This group seemed to have more potential skill in acrobatic work and tumbling, and, therefore, the gym work centered more around instruction along these lines.

C. Changes in the discussion schedule. One of the

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The gymnastic work on Thursdays was devoted to instruction in wrestling. Mr. H. former Middleweight Wrestling Champion, volunteered his services in instructing the boys. This gave the period an official aspect which proved to be a substantial contribution to the physical education program.

This group seemed to have more potential skill in acrobatic work and tumbling, and, therefore, the gym work centered more around instruction along these lines. C. Changes in the discussion schedule. One of the



flagrant omissions in the first experiment was the failure to educate the boys in the use of leisure time. We also failed to make sufficient use of the therapeutic influence of books. These failures we attempted to rectify in the second schedule. However, we were not entirely successful in carrying out our intent. We attempted to increase the scope of our educational program and at the same time cut down the length of our experiment by one week.. This obviously provided a handicap which we failed to calculate. A survey of the curriculum will indicate the changes which were made:-

First Week Topic - "How We Live in Groups"

(Only four days in this week due to a holiday)

Tuesday - Mr. II opened up the topic by showing how we all live in groups. No one is found as an isolated individual. This group-living involved certain things which were to serve as the basis for the next five weeks together. We were going to understand what goes to make up satisfactory group-living and then try to practice it in the new group which we were forming.

Wednesday - Mr. III, who had spoken to the

present omissions in the first experiment was the failure to educate the boys in the use of leisure time. We also failed to make sufficient use of the therapeutic influence of books. These failures we attempted to rectify in the second schedule. However, we were not entirely successful in carrying out our intent. We attempted to increase the scope of our educational program and at the same time cut down the length of our experiment by one week. This obviously provided a handicap which we failed to calculate. A survey of the curriculum will indicate the changes which were made:-

First Week Topic - "How We Live in Groups"  
(Only four days in this week due to a holiday)  
Tuesday - Mr. H. opened up the topic by showing how we all live in groups. No one is found as an isolated individual. This group living involved certain things which were to serve as the basis for the next five weeks to follow. We were going to understand what goes to make up satisfactory group-living and then try to practice it in the new group which we were forming.  
Wednesday - Mr. H., who had spoken to the



previous group, talked on Group Agreements, or laws which are made to protect group life and the individual.

Thursday - Mr. XVII talked to the boys on the ways society had built settlement houses, neighborhood houses, churches, etc. to give every member of the group a chance at creative living.

Friday - The scheduled speaker failed to appear, so the boys were dismissed early.

Second Week Topic - "Interesting Lives of Creative Citizens" (with a Wednesday movie)

Monday - Mr. VI told the story of Dr. Edward Livingstone Trudeau.

Tuesday - The boys held a discussion on some interesting lives which they knew about. Most of the time was spent on the life of Helen Keller.

Wednesday - Movie, "Alias the Doctor" at the Burroughs Newsboy's Foundation. It had been agreed that movies should be given once a week rather than all in one week.. This meant that the topic for the week would be interrupted for this accommodation. Dr. VII was

previous group, talked on Group Activities  
or laws which are made to protect group life  
and the individual.  
Thursday - Mr. VII talked to the boys on the  
ways society had built adjustment barriers,  
neighborhood barriers, churches, etc. to give  
every member of the group a chance at even-  
five living.  
Friday - The scheduled speaker failed to ap-  
pear, so the boys were dismissed early.  
Saturday - "Interesting Lives of Great-  
five citizens" (with a Saturday movie)  
Sunday - Mr. VI told the story of Dr. Edmund  
Livingstone Tredwell.  
Monday - The boys held a discussion on some  
interesting lives which they knew about.  
Most of the time was spent on the life of  
Helen Keller.  
Tuesday - Movie, "Alvin the Doctor" as the  
Birmingham Newboy's Foundation. It had been  
agreed that movies should be given once a  
week rather than all in one week. This meant  
that the topic for the week would be inter-  
rupted for this accommodation. Dr. VII was



the leader.

Thursday - Mr. XVIII told the life story of "Lefty" Tamulus, a baseball player, known to most of the boys.

Friday - Mr. IX, who had addressed the previous group, told the story of some men he had encountered in his life.

Third Week Topic - "Interesting Lives" (continued), "Health and Hygiene"

Monday - Holiday

Tuesday - Mr. XI told some incidents from his own life.

Wednesday - Movie, "Young America" at the Burroughs Newsboy's Foundation. Mr. II, leader of discussion.

Thursday - Dr. XII discussed "How the Body is Made."

Friday - Dr. XII continued his discussion. Today the topic was "Care of the Body".

Fourth Week Topic - "Health and Hygiene" (continued), and "Hobbies"

Monday - Similar to the first experiment, the boys spent this day filling out the Roger Test of Personality Adjustment.

the leader.

Thursday - Mr. XIII told the life story of "Lefty" Tammara, a baseball player, known to most of the boys.

Friday - Mr. IX, who had addressed the previous group, told the story of some men he had encountered in his life.

Third Week Topic - "Interesting Lives" (continued), "Health and Hygiene"

Monday - Holiday

Tuesday - Mr. XI told some incidents from his own life.

Wednesday - Movie, "Young America" at the Burroughs Newboy's Foundation. Mr. II, leader of discussion.

Thursday - Dr. XII discussed "How the Body is Made."

Friday - Dr. XII continued his discussion. Today the topic was "Care of the Body."

Fourth Week Topic - "Health and Hygiene" (continued), and "Hobbies"

Monday - Similar to the first evening, the boys spent this day filling out the Boyer Test of Personality Adjustment.



Tuesday - The tests were returned to the boys and Mr. II discussed each topic in the test which pertained to mental hygiene.

Wednesday - The boys were given an experience of discipline. Their tendency to disturb discussion on the previous day prompted the decision to attempt an experience of discipline for the group. Under highly supervised conditions the boys took dictation for forty minutes. The moving pictures which ordinarily were planned for Wednesday were suspended in the interest of the above designated purpose.

Thursday - Mrs. XVIX brought demonstrations of her hobby - leather work - and talked as she showed some items which boys had made.

Friday - Miss XX talked to the boys on some books which she thought interesting. Her intent in this was to genuinely interest the boys in the contents of the books and thus establish an initial interest in reading as a hobby.

Fifth Week Topic - "General Inspiration Week" -

This week we made an attempt to round out the

Tuesday - The tests were returned to the boys and Mr. H. discussed each topic in the test which pertained to mental hygiene.

Wednesday - The boys were given an experience of discipline. Their tendency to disturb discussion on the previous day prompted the decision to attempt an experience of discipline for the group. Under highly supervised conditions the boys took discipline for forty minutes. The moving pictures which ordinarily were planned for Wednesday were suspended in the interest of the above designated purpose.

Thursday - Mrs. K. brought demonstrations of her hobby - leather work - and talked as she showed some items which boys had made.

Friday - Miss K. talked to the boys on some books which she thought interesting. Her intent in this was to gradually interest the boys in the contents of the books and thus establish an initial interest in reading as a hobby.

Sixth Week Topic - "General Inspiration Week" - This week we made an attempt to round out the



topics which had been brought out previously.

Monday - Scheduled speaker failed to appear - boys dismissed.

Tuesday - Mr. XV talked to the group on things which he considered important in living a happy life.

Wednesday - Mr. XXI talked to the boys about having a friendly attitude toward the Church. He wrote names and parishes of the boys and made new church contacts for all members of the group. (All boys were Catholic in this group.)

Thursday - Two members of the Harvard Fencing Team gave the boys a demonstration of how an ancient method of protecting oneself had become an art which involved sportsmanship and fair play.

Friday - Mr. II talked to the boys briefly by way of summarizing what had transpired during the five weeks.

D. Changes in reporting the experiment. No broad changes were made in reporting the experiment. Several additions were made, however.

1. The Observer's Report Blank was again made

notes which have been brought out previously.

Monday - Scheduled speaker failed to appear - boys dismissed.

Tuesday - Mr. IV talked to the group on things which he considered important in living a happy life.

Wednesday - Mr. III talked to the boys about having a friendly attitude toward the Church. He wrote names and pictures of the boys and made new church contacts for all members of the group. (All boys were Catholics in this group.)

Thursday - Two members of the Harvard Rowing Team gave the boys a demonstration of how an ancient method of rowing oneself had become an art which involved sportsmanship and fair play.

Friday - Mr. II talked to the boys briefly by way of summarizing what had transpired during the five weeks.

D. Changes in reporting the experiment. No broad changes were made in reporting the experiment. Several additions were made, however.

1. The Observer's Report Sheet was again made



the backbone of the report. The category designated "General Impression" was further defined on each Observer's Report Blank to definitely mean a subjective appraisal, or subjective impression. The value of this category has not demonstrated itself in either experiment. Specific group observations, rather than subjective impressions, were usually given by the reporter. Thus this category is not used in this report and will be discontinued if experimentation is to be carried on in a similar manner.

2. Detailed reports were again made of all speeches and discussions during the second period. These reports furnish interesting reading and offer a study all its own. The volume of these reports prohibit their presence in this account; however, such records are to be filed in such a way that subsequent reports of talks and discussions can be studied as a unit.

3. To facilitate the reporting of pertinent observations on each boy, and Individual Behavior Chart was developed. The main purpose of this Chart was to get the observer to select important characteristics in each boy, thus sharpening

the backbone of the report. The category designated "General Impression" was further defined on each observer's Report Blank to definitely mean a subjective appraisal, or subjective impression. The value of this category has not demonstrated itself in either experiment. Since all group observations, rather than subjective impressions, were usually given by the reporter. Thus this category is not used in this report and will be discontinued if experimentation is to be carried on in a similar manner.

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3. To facilitate the recording of pertinent observations on each day, an Individual Behavior Chart was developed. The main purpose of this Chart was to get the observer to select important characteristics in each day, thus changing



the processes of observation. Its appearance came so late in the experiment that it was used mainly as a final method of rating by only one of the observers. These ratings will be found in the case studies which appear later in this account. This chart will be utilized for subsequent experimentations by having observers immediately rate the boys in the interest of making their own processes of observation more keen, and at the end of the period when a general impression of each boy will have been formulated, and more reliably. This chart should be of distinct service in formulating the personality problems of certain individuals.

A quick review of the "Group Observations" will indicate that they continue to remain more descriptive than analytical. There are singularly few instances when the reporter attempts to say why a certain group phenomena appears. This is only what we could expect, for group work has not been sufficiently established as yet to give us even rudimentary methods of group analysis. We are not sure even of what factors to describe and report; therefore, we shall not demand for our ob-

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## II

SPECIFIC OBSERVATIONS REGARDING THE GROUP

Our original interest in the Group as an entity in itself persisted throughout the second experiment with delinquents. We find that the observers did about the same type of thing in reporting this group that they did in the first one. We might have taken the list of factors which reporters of the first group had given and used them to compare the two groups; however, we were not satisfied that the list of fifty-eight factors given was either complete or vital in all points. Thus, we allowed free expression, under the caption "Specific Observations Regarding the Group," to continue throughout our second experiment.

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servers standards which did not exist.

The first step in understanding the group which these delinquents formed is a review of the description which observers made of it. Thus, a full text of all the group observations is given in the following pages. Once we have seen the descriptive side of our problems we may be able to give some analytical version of the dynamics which were involved.

#### A. The Group Observations as Reported.

A reports, April 6 - "The group gave evidence of being quickly worked into a unit. The first part of the setting-up exercises was poorly coordinated, but before the half-hour was up, three-quarters of the boys were working with real harmony.

Orderliness marked the first day with the boys. There were many leaders present and thus much inhibition. The situation was new to the boys which also made it easy for them to be 'on their best'.

The older boys had a certain supercilious air about the whole matter, as if to say, 'This is kid stuff'.

At the very first part of the hour when the boys were getting their gym suits, there was enough swearing among them to draw a comment from Mr. Q

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At the very first part of the hour when the boys were getting their first units, there was enough sweating among them to draw a comment from Mr. J.



who was standing near - 'We don't talk like that down here.'"

I reports, April 6 - "Remark overheard, 'There must be some catch in it.'

Attention during talk was lax at first. 'I-know-all-this' attitude. Later most of them became quite attentive and impressed."

L reports, April 6 - "Their possibilities are unlimited. The mental ability of only two or three might be questionable. Some are of the 'grandstand' type who will go to any lengths to get a laugh. Certain ones manifested a marked selfishness when they began to get their gym suits and found them a little large or small. There was a bit of 'crabbing' on this score. Some even wanted other boys to change with them."

A reports, April 6 - "Most of the boys were present at 3:30. In the locker room and during the time measurements were being made, there was evidence of courtesy and orderliness. At no time was it necessary to quiet the boys or ask them to cooperate.

Those who were on the gym floor before the regular exercises began were busy with the weights, swinging from the rings, lifting bells, etc. There

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down here.'  
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ness when they began to get their gym suits and  
found them a little large or small. There was a  
bit of 'trotting' on this score. Some even wanted  
other boys to change with them."  
A reported, April 6 - "Most of the boys were present  
at 8:30. In the locker room and during the time  
measurements were being made, there was evidence of  
courtesy and orderliness. At no time was it neces-  
sary to order the boys to ask them to cooperate.  
Those who were on the gym floor before the regu-  
lar exercises began were busy with the weights,  
bringing from the racks, lifting bells, etc. There



were perhaps twelve on the floor at one time before the class opened, but there was enough order to preclude the necessity of talking to any one. The only thing which approximated disturbance was the running which some of the boys did. Four of the boys were practicing starts and running. They were not unreasonable in their activity, however, and were not cautioned to stop.

With the exception of one, everybody tried each exercise on the parallel bars. There was a dash and a vigor about every boy as he tried to do the exercises which gave promise of real enthusiasm.

The class room was marked by attentiveness and quietness. The boys talked freely with the leaders.

At the end of the discussion period, the boys who needed tickets for transportation were given them. Although I did not know who were and who were not entitled to the tickets, many of the boys admitted that they did not deserve them and thus left the room without tickets, although they could have had them."

J reports, April 7 - "Evident good health of group."

M reports, April 7 - "Group was orderly and attentive during both gym and discussion, due, perhaps,

were perhaps twelve on the floor at one time before the class opened, but there was enough order to preclude the necessity of talking to any one. The only thing which approximated distance was the running which some of the boys did. Four of the boys were practicing stunts and running. They were not unreasonable in their activity, however, and were not cautioned to stop.

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3 reports, April 7 - "Evident good health of group."  
M reports, April 7 - "Group was orderly and attentive during both gym and discussion, thus, perhaps,



to the strangeness of the surroundings. In the locker room they changed quickly and quietly, and caused no trouble. They were well disciplined on leaving the building. With few exceptions, the boys seemed really interested in the exercises, and endeavored to do as instructed."

L reports, April 7 - "They all responded agreeably well to gym work. None seemed to resent suggestions about the vaults or better ways of doing the weight-lifting. A good impression of cooperation showed today."

A reports, April 8 - "Mr. Q had all the boys who were chewing candy during the exercises get rid of it."

Those who watched the exercises today were amazed at the unison which developed. At first the boys hesitated, but the final few minutes of the exercises were characterized by nearly perfect harmony. The gym leader said that this group has already attained a harmony which the last group had in the final week.

There were just two of us around the locker rooms today, but the boys were quiet and orderly. By way of comparison, under similar circumstances,

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to the arrangement of the surroundings. In the locker room they changed quickly and easily, and caused no trouble. They were well disciplined on leaving the building. With few exceptions, the boys seemed really interested in the exercises, and endeavored to do as instructed.

Report, April 5 - They all responded vigorously to gym work. Some seemed to resent suggestions about the value or better ways of doing the weight-lifting. A good impression of cooperation showed today.

Report, April 6 - Mr. G had all the boys who were showing candy during the exercises get rid

of it. Those who watched the exercises today were amazed at the union which developed. At first the boys hesitated, but the final few minutes of the exercises were characterized by most perfect harmony. The gym leader said that this group had already attained a harmony which the last group had in the final week.

There were just two or three around the locker room today, but the boys were quiet and orderly. By way of cooperation, under similar circumstances,



the previous group would have been yelling, talking loudly to each other, and acting 'fresh' during the first few weeks.

There was some dirty talk in the locker room today.

Many of the boys are beginning to talk on friendly terms with the leaders. They ask questions about matters of procedure. The group is definitely warming up to us and the program."

A reports, April 9 - "The group was divided into two parts today, one group working on the parallel bars, while the others were on the mat. Halfway through the hour the groups changed the apparatus on which they were working.

With few exceptions the exercises were done with life and vigor which completely astonished the gym instructors. There is a degree of real physical skill in this group. A by-stander commented that this group could surely be built into a gym team.

There were fifteen boys on the gym floor fifteen minutes before it was time to go on. They were so well behaved that I felt something must be wrong. The gym was not overrun by leaders today

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so the inhibitions were very few. As most of the class was ready to start ten minutes early, the class did begin ten minutes before time.

Effort was good. Several times the boys wandered up to the chest weights while they waited for their turn, but this was seldom. Mr. Q hopes for real discipline in this group. He told one of the sections its deportment was 90%, while the other group was 40%. He is going to attempt to make the older boys approximate the order and attention which the younger boys demonstrated. The older boys find the schedule more exacting than the younger boys.

One of the boys was having difficulty in doing an exercise. A number of boys helped him to do it and several applauded him when he finally did do it. There seems to be a real spirit of helpfulness among the boys."

A reports, April 13 - "Several of the boys brought their friends along today. They wanted to hang around with the spectators, but they were sent up to the corridor to wait.

There was considerable dirty talk in the locker room today. Certain of the boys seem much preoccupied with the matters of sex.

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Orderliness is fairly astonishing both in the locker room and on the gym floor. During the early part of the hour when the boys were dressing for their exercises there was only one adult present and he had to be out during a considerable part of the time. The boys were consistently orderly and considerate during this period of little supervision. Coordination was not as good today in the regular exercises. Mr. Q thinks, however, that there is really marked improvement for each day the exercises become more difficult.

There was a real element of stupidity in the discussion. The boys seemed to try, but there were some exceedingly stupid, though sincere, answers brought out during the discussion."

L reports, April 13 - "As a group the boys do pretty well with the exercises given them. The majority of them accept them in good spirit and put considerable effort into their work. A few shirk them and do little more than go through the motions.

During the discussion they were moderately attentive, though it is obvious that some are not being reached."

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I reported, April 13 - "The second week differs from



the first strikingly in the degree in which the boys express their individual personalities in the locker room, shower room, and assembly room. There is more open swearing and vulgarity by the aggressive individuals with these traits. The group is over-critical of the facilities and the speaker."

A reports, April 14 - "Whenever the boys are divided into two groups, it is usually on the basis of size. The larger boys are definitely less cooperative and responsive to the general program.

A number of the boys came late today. It was good weather outside and the broadcast of the ball game was being heard.

A number of the older boys were somewhat early and had a talk in the locker room. They felt proud of the fact that they could come to this athletic club for gym work. Their early suspiciousness had turned to an attitude of expectation and cooperation.

The group responded quite surprisingly to the discourse today. Nearly every boy in the group expressed himself at some time during the period. To be sure, some of the responses were not of a very high type, but the general spirit of coopera-

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tion and participation was good. There was some silliness on the part of the older boys at first, but this disappeared when they were drawn into the discussion."

L reports, April 14 - "The majority of the boys are showing a natural competitive spirit in the various gym activities. Two or three of the lads are suffering from this, due to their native inability to do certain tricks, or because of their never having had the opportunity to perform this type of exercise before. As a consequence, these few are losing some of their nerve."

A reports, April 15 - "The boys went up to the Burroughs Newsboy's Foundation today to see moving pictures. They went into the building very quietly and waited patiently for the picture to begin. One of the boys, who was a member of the class, took several of his friends and the Director with him on a tour of the place, particularly showing him the club house which he and a group of boys had made out of an old coalbin."

There was no silliness or laughing during any part of the afternoon's program. The discussion itself was not lively but it was promising, in that

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the boys seemed to get at the real problem stressed by the picture and they talked about many angles of each problem.

The room itself was a big handicap to discussion, for it was so large nobody felt the fellowship of a small group.

A reports, April 16 - "The group was divided into two parts today. The division was not made on the basis of size, but more on the basis of spontaneous choice. The two groups thus formed showed no leadership or ability to stay together. No boy in either group stood out or attempted any kind of leadership in situations which might have called for some one person making an effort to head the group. This certainly looked like a leaderless group of boys.

Friendliness between the boys and leaders continues to develop. Several of the boys today talked about themselves to the Director, unsolicited."

I reports, April 17 - "In the talk, the older boys, Raffa and Chiappa especially, interrupted facetiously Dr. XII's talk about sex. I felt that if this element had been absent, the younger boys would

the boys seemed to get at the real problem stressed by the picture and they talked about many angles of each problem.

The room itself was a big handicap to discussion, for it was so large nobody felt the fellowship of a small group.

A reporter, April 18 - "The group was divided into two parts today. The division was not made on the basis of size, but more on the basis of social contacts. The two groups then formed, and showed no leadership or ability to stay together. No boy in either group stood out or attempted any kind of leadership in situations which might have called for some one person making an effort to head the group. This certainly looked like a leadership group of boys.

Friendliness between the boys and leaders continues to develop. Several of the boys today talked about themselves to the reporter, unselfishly.

I reporter, April 19 - "In the talk, the older boys, Kelle and Chappa especially, interrupted frequently. Dr. Kille's talk about sex. I felt that if this element had been absent, the younger boys would



have probably asked questions and derived something from this priceless opportunity of obtaining a healthy attitude toward the issue."

M reports, April 21 - "Group was peppy and interested during the period of exercises."

A reports, April 21 - "There certainly is real life and pep in the way the boys enter into their exercises. There is a certain dash and enthusiasm which the group shows during the exercises, which is pleasant to see. There can be no doubt of the fact that the exercises are enjoyed tremendously. There is a consistent demand that the exercise period be longer."

It is difficult to interpret how the group accepts each speaker. The speaker, no matter how inspiring, seems to be accepted as a necessary evil to the physical education program. There is, however, a constant questioning as to who is to speak each day."

N reports, April 21 - "Though the boys seemed to pay close attention to Mr. XI's talk, it was quite noticeable that several of the boys had an indifferent attitude, as if to say, 'Well, it's the same old baloney that we always hear'. This was quite

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Report, April 21 - "Group was happy and interested during the period of exercises." A report, April 21 - "There certainly is real life and pep in the way the boys enter into their exercises. There is a certain dash and enthusiasm which the group shows during the exercises, which is pleasant to see. There can be no doubt of the fact that the exercises are enjoyed tremendously. There is a constant demand that the exercises be longer."

It is difficult to interpret how the group accepts each speaker. The speaker, however, now inspiring, seems to be accepted as a necessary evil to the physical education program. There is, however, a constant questioning as to who is to speak each day."

Report, April 21 - "Though the boys seemed to pay close attention to Mr. K's talk, it was quite noticeable that several of the boys had an indifferent attitude, as if to say, 'Well, it's the same old baloney that we always hear.' This was quite



evident since there was a lack of questions at the conclusion of the talk, and since most of them were most eager to return home."

I reports, April 21 - "The group is less critical of the gym facilities, the leaders, and the speakers. They seem to accept things as they come and enjoy themselves much more than at first."

A reports, April 22 - "There seems to be a general disliking of the plan of going up to the Burroughs Newsboy's Foundation for pictures. The boys very much miss the gym period."

The boys make fun of the pictures because they are so short. They think an entire reel should be shown."

A reports, April 23 - "Interest and participation in the wrestling was excellent. There certainly was real enthusiasm for a type of exercise which calls for competition and fight."

Six boys were asked to stay over to take their medical examination. There was a great deal of noise and sexy talk on the part of the boys who stood outside the door and waited for their examinations. The talk was very dirty and indicated a large amount of preoccupation with matters of sex.

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evident since there was a lack of questions at the conclusion of the talk, and since most of them were most eager to return home."

I reported, April 21 - "The group is less critical of the gym facilities, the leaders, and the speakers. They seem to accept things as they come and enjoy themselves much more than at first."

A reporter, April 22 - "There seems to be a general clanking of the plan of going up to the Pittsburgh Newboy's Foundation for summer. The boys very much like the gym period."

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A reporter, April 23 - "Interest and participation in the wrestling was excellent. There certainly was real enthusiasm for a type of exercise which calls for competition and fight."

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The boys joined lustily in the 'Prisoner's Song' in the locker room."

A reports, April 27 - "There was a marked friendliness today. Several of the boys asked me where I had been on Friday. There certainly has been a real thawing on the part of the boys. The original surliness and suspicion has given away to an attitude of friendly expectation. The boys always ask who is to be the speaker of the day.

Several boys were sent into the class days after it had started. This has proven unsatisfactory for the boys coming in failed to get an equal start with the other boys. Experience in this group has taught us that those who start with the group are the most likely to become the best members of the group. A late start is a reasonable handicap.

Absence is another factor which plays a very definite part in the life of the group. Absence on the part of some members tends to destroy group morale."

M reports, April 28 - "During discussion period, Mr. A spoke to the boys about selecting a career in life. He advised them not to have too lofty

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ambitions, but to seek positions that are within their reaches. The boys were unruly and disinterested."

I reports, April 28 - "The utter lack of discipline and respect for speakers was even more apparent than when Dr. XII spoke. The older boys are admired by those younger and are imitated, so that, with the increased cooperation on the part of the older ones over the past week, more harmony had developed among the boys and with the leaders."

A reports, April 28 - "Preference regarding the movies was freely expressed today. The boys were unanimous in their contention that the movies were 'too short for any use'. 'There was little connection in some of them.' 'They only got interesting when they were over.' 'Why can't there be more of them next time?'

There was marked disorder during the discussion period today. The speaker was interrupted several times during his talk and often there was a chatter which disturbed the main group. This period is about similarly placed in the experiment to that which took place in the previous group. The reason for this is partly explained by the attitude

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developed during the period of free play which concluded the gym period. During that period the boys developed a wild and excited attitude which they carried over into the discussion period. This was demonstrated by the large amount of noise the boys made in the locker room and going up the steps to the class room. The boys had their copies of the Roger Test in their hands during the talk. This served as a source of attention and interest which detracted from the speaker's efforts."

A reports, April 29 - "Today the boys were given an experience of discipline. The movies were not shown in the interest of this discipline. A room with a long table was prepared with pencils and papers. At the appointed time the boys were gathered outside the room and told that once they entered there was not to be one word of talking. Then they were admitted to the room, shown to seats by leaders within, and seated. When all the boys were settled in their seats, the leader told them to write every word he spoke. Every instruction was written down by the boys. Then a summary of the speech of the previous day was dictated. If any boy even whispered he was touched on the shoul-

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der by one of the placed leaders. One boy did not write for a moment. He was escorted to the door and talked to by one of the leaders outside. On his return he wrote with vigor. There was absolute silence during this period. If a boy wanted paper, he raised his hand. No one spoke but the leader who dictated. For forty-five minutes the boys wrote as hard and as fast as they could. There was not a moment for rest. They wrote down the closing instructions and left the room with hardly a word.

The intensity with which the boys had to write, the silence and the exit were certainly interesting to see. The suddenness of the change of program surprised the boys greatly. Have a feeling that the boys really experienced discipline."

A reports, April 30 - "The heat of the day had a real effect on the boys. They were less inclined to do their exercises today even though they are interested in wrestling. This means that summer classes of this type would be nearly an impossibility.

The speaker started out by asking the boys to join her in singing. This startled the boys but

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they tried. Their ability to sing was markedly poor.

The boys reacted splendidly to a woman teacher. There was not one occasion when they were bolsterous or rude. To begin with, there was a small amount of silliness, but as they saw how unembarrassed the speaker was, they soon got interested in what she had to say.

The method of teaching used by the speaker was good. She had many samples of things which could be made out of leather and talked about these. The interest of the group in making something of this type was certainly demonstrated.

The wrestling today illustrates one of the techniques which this experiment is trying to use; namely, teaching by doing. Today the boys were being taught sportsmanship by practicing it. One of the boys said, when asked to wrestle his friend, 'I can't wrestle him; I ain't mad at him.' Later he did wrestle this boy. He came to understand that a competitive sport such as this can be done on a sportsmanship basis. Wrestling is not merely a method of annihilating your enemy."

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Report, April 30 - "Among the boys there is a



strong tendency to flaunt authority. Especially is this evident when any command is given to suppress noise. Not only will they continue their actions but intensify them out of spite. This appears to indicate a strong feeling of exaggerated independence.

Two individuals who were wrestling rather fiercely and savagely with an apparent effort for supremacy over one another, shook hands immediately after one had pinned the shoulders of the other. This was taken by me as evidence that sportsmanship does exist, at least among some of the boys."

M reports, April 30 - "Mrs. XVIX spoke to the group on leathercraft hobbies. Boys were attentive and respectful. They showed interest and asked many questions at the conclusion of the talk.

In gym boys paired off and wrestled for a half-hour. They were orderly in their work."

A reports, May 1 - "The older boys set the mood for the class. If they are silly, the younger boys are silly. The younger boys play up to the older fellows throughout.

The boys give a peculiar appearance in their discussion period. They slump all over their

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The boys give a peculiar appearance in their discussion period. They swing all over their



seats, assume most any kind of posture. This may be symbolic of their difficulty, lack of animation and control, even physical control.

The towels were placed out for the boys to take as they went to the locker room. Some of the boys took extra ones and used them to throw at their neighbors in the shower. Several of the boys had to go without clean towels because of this. This was used as an illustration of the inconvenience and harm you do to others when you take more than is yours - the matter was brought up in the discussion period.

Again the boys showed marked respect for the woman speaker. One of the boys who has been disturbing constantly recently was interested and cooperative. The quietness today was either a matter of interest or constriction. Either the boys felt that here was a situation which duplicated the classroom, or else they were intensely interested. A mere observer cannot tell this. The facts should be checked with the boys themselves."

I reports, May 1 - "Talk in the presence of Miss XX and during her talk was respectful and reserved.

Reminded me of the cautious attitude evidenced

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I reported May 1 - Talk in the presence of Miss XX and during her talk was respectful and reserved. Reminded me of the daughters of the students who attended



the first day of the experiment. Reactions were not very spontaneous and interest seemed only half aroused. It reminded me of the conduct in a class room where discipline is enforced."

A reports, May 4 - "If the exercises are at all difficult, there is real difficulty in getting any coordination in the group. The group shows little evidence of any real integration. Leadership of any type is pathetically lacking. The group as it has built up will follow if active leadership is used, but is unable to initiate any self-direction."

N reports, May 4 - "I have been watching members of the group as to their behavior before the exercises or between the exercises and the talk to be given. I notice that the more intelligent, or apparently more intelligent, youths will read a magazine or engage in a game of checkers. The other members will merely sit down and talk, usually of current baseball games. I have also noticed that there are no members of the group who are silent, or withdraw from any activities of the group, or from conversation with each other, or playing checkers, etc. Also, when a spirit of competition is aroused in the boys, they will take a great deal of interest

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A reporter, May 4 - "The experimenters are at all difficult, there is real difficulty in getting any coordination in the group. The group shows little evidence of any real integration. Leadership of any type is practically lacking. The group as it has built up will follow if active leadership is

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in whatever gives rise to this spirit of competition."

I reports, May 4 - "The group seemed well organized today, less showing-off on the part of the older boys, who have already asserted their superiority and have been accepted. Friendly atmosphere in the locker rooms and more speed in dressing."

M reports, May 5 - "Mr. P gave an interesting talk on the outstanding events of his life. The group of boys was attentive, every one of them showing interest in the talk."

A reports, May 5 - "While some of the boys were getting measured, the main group participated in apparatus work. There was considerable wandering about unless the gym instructor kept a close check on the whereabouts of the boys."

The boys played one game, the throwing of a basketball, which involved two teams. They demonstrated an extremely fine type of sportsmanship. There was no quarreling; more often there was real consideration for the opponent.

There was marked sincerity in the boys' attitude toward Mr. P's talk. For about a week now the boys have seemed to adopt a new attitude during

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the discussion period. There is a vastly larger amount of real cooperation."

N reports, May 6 - "It appears that the boys are making some advancement with regard to interest, activity, and orderliness. They appear to take more interest in the instructions given at the close of the exercises. They are taking a more vital part in the gymnastics, and they are exhibiting a little more uniformity and orderliness in the group than they did in the beginning."

A reports, May 6 - "The 40-minute gym period was divided into three periods with rather widely varying activity. This seemed to draw much enthusiasm on the part of the group. Interest and participation was about as uniform as we have had it. There seemed to be a certain evenness in the group today. It was difficult to select differentiating factors. The individuals themselves seemed to be part of a unit. Group unity was very marked."

I reports, May 6 - "Marked attentiveness and effort shown in gym. Friendliness towards each other. Very respectful before the Priest. Most of the boys seemed to be getting something from what he said."

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A reports, May 7 - "The wrestling was listless and half-hearted, though the instruction was splendid. The weather seemed to be a factor in this attitude, for the boys mentioned the warm weather in relation to their feeling of laziness.

The exhibition of fencing gave an opportunity for the boys to see a new hobby. There was a marked interest in this. Several tried it after the exhibition."

A reports, May 8 - "The heat predisposed the boys to laziness. It appears that these exercises cannot be conducted effectively during periods of extreme heat.

Many of the boys did not have their blue jerseys at the time they were told to check in their gym equipment. When told that they would have to produce the jersey or pay one dollar, several of the jerseys appeared. The fact seemed to be that there was a general agreement among the boys to take these jersey sweaters. They intended to tell us that they had been stolen from their lockers. It is interesting to note that the sweaters appeared when it became known to them that we were going to make a strict accounting of all equipment."

A reporter, May 7 - "The traveling was listless and half-hearted, though the instruction was splendid. The weather seemed to be a factor in this attitude, for the boys mentioned the wet weather in relation to their feeling of laziness.

The exhibition of fencing gave an opportunity for the boys to see a new hobby. There was a marked interest in this. Several tried it after the exhibition."

A reporter, May 8 - "The heat prostrated the boys to laziness. It appears that these exercises can not be conducted effectively during periods of extreme heat."

Many of the boys did not have their blue jerseys at the time they were told to work in their gym equipment. When told back they would have to produce the jersey or pay one dollar, several of the jerseys appeared. The fact seemed to be that there was a general agreement among the boys to take these jerseys with them. They intended to tell us that they had been stolen from their lockers. It is interesting to note that the jerseys appeared when it became known to them that we were going to make a strict accounting of all equipment."



## B. Descriptive qualities mentioned by the observers.

A list of the specific qualities or factors which the observers believe of importance in observing the group has been made. These are listed here with no attempt at evaluation:-

1. History of events
2. Physical coordination
3. Capacity for integration
4. Orderliness
5. Inhibition
6. Superciliousness
7. Suspiciousness
8. Swearing
9. Attention
10. Exhibitionism
11. Selfishness
12. Crabbiness
13. Punctuality
14. Cooperation
15. Disturbance
16. Participation
17. Quietness
18. Honesty
19. Speed of reaction
20. Interest
21. Resentment
22. Harmony
23. Friendliness
24. Physical skill
25. Impact of the older boys
26. Group approval
27. Group censorship
28. Effort
29. Preoccupation with sex
30. Stupidity in discussion
31. Shirking - "ducking out" of the group
32. Vulgarity
33. Over-critical
34. Expectation
35. Silliness
36. Competitive spirit
37. Patience

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A list of the specific qualities or factors which the observers believe of importance in observing the group has been made. These are listed here with no attempt at evaluation:-

1. History of events
2. Physical organization
3. Capacity for interaction
4. Creativeness
5. Imagination
6. Spontaneity
7. Imagination
8. Power
9. Attention
10. Imagination
11. Creativeness
12. Creativeness
13. Creativeness
14. Cooperation
15. Creativeness
16. Participation
17. Creativeness
18. Creativeness
19. Speed of reaction
20. Interest
21. Assessment
22. Harmony
23. Creativeness
24. Physical skill
25. Impact of the other boys
26. Group approval
27. Group consensus
28. Effort
29. Preconception with him
30. Creativeness in discussion
31. Creativeness - "working out"
32. Creativeness
33. Over-enthusiasm
34. Creativeness
35. Creativeness
36. Creative ability
37. Creativeness



38. Group preference
39. Spontaneous choice
40. Leadership
41. Fellowship
42. Life and vigor
43. Enthusiasm
44. Enjoyment
45. Indifference
46. Noise
47. Content of conversation
48. Surliness
49. Absence
50. Unruly
51. Discipline
52. Distractions
53. Weather conditions
54. Boisterousness
55. Flaunting authority
56. Lack of animation
57. Influence of women speakers
58. Constriction
59. Spontaneity
60. Random motion
61. Sportsmanship
62. Laziness

There were sixty-two different characteristics upon which the observers focused their attention. It is obvious that the values of all the characteristics are not the same. Many of them are peripheral; however, taken as a whole, they do give a rather complete picture of the group as it functioned.

C. A summary of the characteristics of the group with some attempt at analysis.

A systemization of the characteristics of the group is not being made in this chapter. However,

39. Group preference
40. Spontaneous choice
41. Leadership
42. Fellowship
43. Life and vigor
44. Individualism
45. Enjoyment
46. Indifference
47. Boies
48. Content of conversation
49. Surprises
50. Absence
51. Unity
52. Discipline
53. Interactions
54. Weather conditions
55. Politeness
56. Flaming activity
57. Lack of emotion
58. Influence of women speakers
59. Conversation
60. Spontaneity
61. Human action
62. Spontaneity
63. Laughter

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a general summary is included here to draw together the large amount of discussion which has been made by our observers. The characteristics selected for this summary are the ones which naturally suggest themselves to the writer after reviewing the history of the group and the sixty-two items on which observers reported.

1. Integration. This group seemed to integrate quite quickly. Interestingly, it never achieved any high degree of integration, but it quickly reached a plateau in its development which seemed to be the maximum of its ability in this direction. There are several reasons why this integration should be experienced quickly.

- a. Practically all of the boys were of one racial group. The cultural pattern, language habits, etc. peculiar to their people were mutually understood and, therefore, each individual did not have the task of orienting himself to the others' racial characteristics and background.
- b. Most of the boys knew each other, for all of the boys came out of two relatively small, though highly populated, sections of the city.

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A general summary is included here to draw together the large amount of discussion which has been made by our observers. The characteristics selected for this summary are the ones which naturally suggest themselves to the writer after reviewing the history of the group and the sixty-two items on which observers reported.

1. Interaction. This group seemed to integrate quite quickly. Interestingly, it never achieved any high degree of integration, but it definitely reached a plateau in its development which seemed to be the maximum of its ability in this direction. There are several reasons why this integration should be expected.

a. Practically all of the boys were of the same racial group. The cultural patterns, language habits, etc. peculiar to their people were mutually understood and, therefore, each individual did not have the task of orienting himself to the others' racial characteristics and background.

b. Most of the boys knew each other, for all of the boys came out of two relatively small, though highly populated, sections of the city.



Whereas there were several reasons why the group integrated quickly, there are also reasons why the group never achieved any high degree of unity. There was a long period of disunity.

a. Many of the boys had been on probation for a rather long period of time. The experience with us, therefore, came toward the end of their period of probation when there was a general expectancy that the demands of the Court were just about to be concluded. If the boys had been taken earlier in their probation period, this factor would not have been so pronounced.

b. The older boys attempted to assume a bored, sophisticated attitude. Many times they set the mood and pattern for the day by fabricating this mask of bored indifference. The younger boys, naturally imitating the older boys, and even "playing up" to them for approval, assumed the same attitude.

c. There were several feeble-minded boys in the group. The general average of intelligence for this group was low, but the definitely feeble-minded individuals very dis-

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b. The older boys attempted to assume a bored, sophisticated attitude. They did not use the word and perhaps for the day by fabricating this mask of bored indifference. The younger boys, naturally imitating the older boys, and even "picking up" to them for approval, assumed the same attitude.

c. There were several trouble-shaded boys in the group. The general average of intelligence for this group was low, but the delinquent trouble-minded individuals were dis-



tinctly slowed up the activity of the group and prevented a certain uniform achievement by all the members. In one of our periods when there was a long period of dictation, two boys did not write at all because they could not write. The ones who did write naturally felt they were completing a task which all of the members of the group were not required to do.

2. Slump in discipline. A review of the observations made of the group will reveal that there was a definite slump in discipline toward the middle of the experiment. This happened with the first group as well. About half way through each group venture, there came a period of several days when the boys seemed "to go to pieces". Discipline and order became a problem, particularly in the discussion period. Familiarity with the curriculum, a new friendship with the leaders which they could neither interpret nor understand, fatigue with the general program of discipline, - all cooperated to perpetrate this situation. It was necessary in both groups to intensify understanding, in-

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when there was a long period of isolation,  
two days did not write at all because they  
could not write. The ones who did write  
naturally felt they were carrying a task  
which all of the members of the group were  
not required to do.

3. Group in discipline. A review of the obser-  
vations made of the group will reveal that there  
was a definite change in discipline toward the  
middle of the experiment. This happened with  
the first group as well. About half way  
through each group venture, there came a period  
of several days when the boys seemed "to go to  
pieces". Discipline and order became a prob-  
lem, particularly in the discussion activity.  
Familiarity with the curriculum, a new friend-  
ship with the leaders which they could neither  
interpret nor understand, dealing with the gen-  
eral program of discipline, - all contributed  
to perpetuate this situation. It was necessary  
in both groups to intensify understanding, in-



interpret the group behavior to the boys, and exert extra measures of discipline.

3. Vulgarity and Swearing. Judged symptomatically, the large amount of swearing in which this group indulged was of some help in understanding the preoccupations of the individual boy. The second group seemed to indulge in a large amount of sexy, vulgar speech which exhibited itself to a large degree when supervision was least in evidence. Superficially judged, this may appear to have importance beyond that which it legitimately may claim. Many of the boys in this group were not schooled culturally or morally to be cautious or careful about their speech. The ease with which matters, which ordinarily would not be brought out in group discussion, were talked about seemed to typify the essentially intrinsic lack of control, restraint, and conditioning to our convention standards of speech and action.

4. Lack of leadership. One of the most noticeable things about the group was its utter lack of leadership. In spite of the fact that there was a definite adult leadership preestablished

forgot the group behavior to the boys, and ex-  
ert extra measures of discipline.  
3. Voluntary and Spontaneous Judged systematic-  
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was a definite adult leadership prescribed



for the group, there were literally hundreds of occasions when leadership had a chance to express itself. There was not one single clear-cut example during the entire last experiment when any evidence of leadership was given. It is certainly evident in most groups that certain individuals, by virtue of attitude and ability, come to head the activity and behavior of a group. Such was not the case in this group. One could discover no poles toward which the group leaned. Even when tasks were cordially assigned, which gave promise of reward and recognition, the same lack of initiative and leadership was evident.

An understanding of the boys has given us an answer to this observation. The boys in this group were astonishingly neutral. Some of the boys were good followers; some were at first cautious about exerting any individual influence; however, the fact remained, that, by the large, we were dealing with a group which was composed mainly of indifferent, listless, neutral boys. Many of the boys demonstrated a weary and defeated attitude. Whether this was the reaction

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An understanding of the boys has given us an answer to this observation. The boys in this group were antagonistic socially. Some of the boys were good followers; some were at times cautious about exerting any individual influence; however, the last remained, that, by the large, we were dealing with a group which was composed mainly of indifferent, hostile, neutral boys. Many of the boys demonstrated a wary and defensive attitude. Whether this was the reaction



to this experience after a long period of probation, or whether this represented a fundamental attitude toward life, we are not in a position to say definitely.

5. Influence of weather. The temperature made a vast difference in the manner in which the boys accepted their schedule. During warm days, laziness and lack of enthusiasm was very apparent. The boys themselves remarked about the relations between the temperature and their manner of reaction. This is of marked significance in planning out an entire year's program along the lines suggested in this kind of probation.

6. Talking in other languages. The boys being of one racial group resorted to the language spoken in their homes. As the leaders were unable to follow their conversation in this foreign language, the boys had an effective way in which to talk behind the backs of the leaders. Great amusement over such statements could not be analyzed or censored. There were times when this device furnished a splendid means for deception and abuse, unbeknown to the leaders, though sus-

to this experience after a long period of preparation, or whether this represented a fundamental attitude toward life, we are not in a position to say definitely.

### 3. Influence of weather. The interviewers made

a vast difference in the manner in which the boys accepted their schedule. During very days of lateness and lack of enthusiasm was very apparent. The boys themselves remained about the relations between the interviewers and their manner of reaction. This is of course significant in planning an entire year's program along the lines suggested in this kind of preparation.

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of one racial group reacted to the language spoken in their homes. As the leaders were unable to follow their conversation in their foreign language, the boys had an effective way in which to talk behind the backs of the leaders. Great amusement over such statements could not be anticipated or expected. There were times when this device furnished a splendid means for description and abuse, unknown to the leaders, though the



pected by them.

It finally became necessary to insist that English be used exclusively in all communications around the class. The use of any other language constituted a vital infraction of a group standard which had to be insisted upon.

7. The attempt to take gym shirts. The incident

in which the boys attempted to appropriate their gym shirts for permanent use has been written up previously. To account for this is a difficult matter. We are not sure whether the boys had assumed, without sufficient evidence, that the equipment was to become theirs, or whether there was a deliberate attempt to steal the articles. Both suggestions have strong possibilities.

Both may be true. The boys certainly liked their blue woolen gym shirts, and they were only too willing to believe that the articles would be finally turned over to them. On the other hand, certain boys gave proof of their bad intention by pleading that the shirts had been stolen from them, until it was made clear that each article must be turned in or paid for. This is mentioned as a group observation for the prob-

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constituted a vital infraction of a group stand-  
... and which had to be insisted upon.  
... The attempt to ... The incident  
in which the boys attempted to appropriate their  
own knife for punishment had been written up  
previously. To account for this is a difficult  
matter. We are not sure whether the boys had  
assumed, without sufficient evidence, that the  
equipment was to become theirs, or whether there  
was a deliberate attempt to steal the knives.  
Both suggestions have strong possibilities.  
Both may be true. The boys certainly liked  
their blue wooden gym knives, and they were only  
too willing to believe that the knives would  
be finally turned over to them. On the other  
hand, certain boys gave proof of their bad in-  
tention by pleading that the knives had been  
stolen from them, until it was made clear that  
each article must be turned in or paid for. This  
is mentioned as a group observation for the prob-



lem involved enough of the group to warrant the belief that a general agreement had been made among the boys.

These are some of the most important elements which can be picked out of the Observer's Report Blank on this group. Standardization has not been attempted. This can come only after the summaries of a large number of such group observations have been made.

included in this report in keeping with the desire to give a brief, "snap-shot-like" picture of the behavior which the boys demonstrated.

The conclusion for the first group suggested that a case conference be held at the conclusion of the period to make general summaries of the boys on the basis of all the observations of those who had been with the group. This was not possible, for only one person had followed the group through from the very first, and only one of the observers was acquainted with the boys individually. Therefore, the summary of each case is merely the impression of the one observer.

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## III

CASE STUDIES

In attempting a case history on each boy in the group, we were again faced with the problem of how much, and what type of, information to include. Brevity necessitated about the same type of a case report as was undertaken with the first group of delinquents. A Chart for Rating Individual Behavior is included in this report in keeping with the desire to give a brief, "snap-shot-like" picture of the behavior which the boys demonstrated.

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The conclusions for the first group suggested that a case conference be held at the conclusion of the period to make general summaries of the boys on the basis of all the observations of those who had been with the group. This was not possible, for only one person had followed the group through from the very first, and only one of the observers was acquainted with the boys individually. Therefore, the summary of each case is merely the integration of the one observer.



THE CASE OF CLAYTON

Age: 16

Delinquency:

5-7-35 Breaking, entering and Found delin-  
larceny quent and placed  
on probation

Boy had borrowed knife from a friend and picked the lock of a candy factory. Removed candy valued at \$15.00. Admitted in court to having stolen candy from this building before and also to having stolen from a diner in the vicinity. Claims his delinquency started only recently.

Absence from class: 1 time

Medical examination: Negative except for one bad tooth

Dearborn Group Test: M.A. 13-4

I.Q. 95

Physical Changes during the Period:

Weight	+1.0	lbs.
Height	+ .2	inches
Neck	+ .3	"
Cir. shoulders	- .5	"
Mus. ch. rest	+ .3	"
Mus. ch. inflated		
Mus. ch. uninflated	+ .2	"
Res. chest rest	- .5	"
Res. chest inflated	+ .8	"
Res. chest uninflated	- .2	"
Smallest waist	-1.0	"
Hips		
Right arm down	+ .3	"
Right arm up	+ .5	"
Right forearm	+ .3	"
Left arm up	+ .9	"
Left arm down	+ .7	"
Left forearm	+ .3	"
Right thigh	- .8	"
Right calf	+ .2	"
Left thigh	+ .2	"
Left calf	- .7	"

THE CASE OF OLIVIER

Age: 18  
 Delinquency: 5-7-38 Breaching, entering and  
 Found delin-  
 quent and placed  
 on probation

Boy had borrowed knife from a friend and picked  
 the lock of a candy factory. Removed candy  
 valued at \$18.00. Admitted in court to hav-  
 ing stolen candy from this building before  
 and also to having stolen from a diner in the  
 vicinity. Since his delinquency started  
 only recently.

Absence from school 1 time  
 Medical examination: Negative except for one bad tooth  
 Desborn Group Test: S.A. 12-4  
 I.Q. 88

Physical Changes During the Period:

Weight	110 lbs.
Height	5' 3 inches
Neck	13"
Arm, shoulder	13"
Arm, chest	13"
Arm, chest inflated	13"
Arm, chest uninflated	13"
Arm, chest rest	13"
Arm, chest inflated	13"
Arm, chest uninflated	13"
Small chest waist	30"
Hips	30"
Right arm down	30"
Right arm up	30"
Right forearm	30"
Left arm up	30"
Left arm down	30"
Left forearm	30"
Right thigh	30"
Right calf	30"
Left thigh	30"
Left calf	30"



Specific Observations made on the boy as recorded on the Observer's Report Blank:

I reports, April 7 - "Takes only half-hearted interest, and shows off at every opportunity."

A reports, April 21 - "Has a stereotyped though friendly attitude. His one remark seems to be, 'What is the story?'"

A reports, April 29 - "Concentrated intensely during the dictation period. He turned in a paper which certainly appeared to be his best. Was serious and cooperative during the period."

I reports, May 4 - "Quiet and orderly."

A reports, May 1 - "Seems straightforward in his attitude. Takes part in all of the schedule with vigor. Always offers a cheery greeting on coming in."

A reports, May 6 - "Prompt in reporting for his Dearborn Test. Always seems cordial and friendly."

Specific observations made on the boy as recorded on  
the observer's report sheet:

I reported, April 7 - "Takes only half-hearted interest  
and shows off at every opportunity."

A reported, April 21 - "Has a stereotyped thought pattern  
in activities. His one remark seems to be, 'What is  
the story?'"

A reported, April 28 - "Concentrated intensely during  
the discussion period. He turned in a paper which  
certainly appeared to be his best. Was serious and  
cooperative during the period."

I reported, May 4 - "Calm and orderly."

A reported, May 1 - "Seems straightforward in his atti-  
tude. Takes part in all of the activities with vigor.  
Always offers a cheery greeting on coming in."

A reported, May 8 - "Vigorous in responding for his best-  
born test. Always seems cheerful and friendly."



CHART FOR RATING  
INDIVIDUAL BEHAVIOR

359.

Name.....**Clayton**.....

Date Rated.....

	Always	Fre- quently	Occa- sionally	Seldom	Never
1. Exaggerates illness					*
2. Profane & Obscene language			*		
3. Interrupts meetings					*
4. Restless, hyperactive				*	
5. Careless in work					*
6. Lazy				*	
7. Unreliable				*	
8. Disobedient					*
9. Impertinent and defiant					*
10. Cruel, bullies					*
11. Quarrelsome				*	
12. Sullen				*	
13. Domineering					*
14. Shy and bashful				*	
15. Unsocial, withdraws				*	
16. Depressed				*	
17. Resentful				*	
18. Fearful				*	
19. Dreamy				*	
20. Suspicious				*	
21. Easily discouraged				*	
22. Suggestible	*				
23. Cooperates	*				
24. Friendly	*				
25. Interested		*			
26. Courteous	*				
27. Shows leadership					*



# INDIVIDUAL BEHAVIOR

Name.....  
 Date Entered.....  
 Pre-Occupations.....  
 Always mentally alertly seldom nervous

1. Exaggerated illness				
2. Profane & obscene language				
3. Intrusive meetings				
4. Restless, hysterical				
5. Careless in work				
6. Lazy				
7. Unreliable				
8. Disobedient				
9. Impertinent and defiant				
10. Cruel, bullies				
11. Quarrelsome				
12. Solilo				
13. Dominating				
14. Gay and bashful				
15. Unsocial, withdraws				
16. Depressed				
17. Resentful				
18. Fearful				
19. Dreamy				
20. Suspicious				
21. Easily discouraged				
22. Suggestible				
23. Cooperative				
24. Friendly				
25. Interested				
26. Courteous				
27. Shows leadership				



## Summary

A. Statement of the boy's problems. We saw nothing in this boy of a very vicious nature. He appears to be a mild, indecisive sort of character who would respond as readily to a boy's club leader as to a delinquent friend.

B. Behavior in the group. The boy's record in the group was excellent. He carried out his duties precisely and cheerfully. He seemed frank and fair in his dealings with the boys and leaders. If he failed in some respect he was the first to admit it.

C. Recommendation. The easy manner in which this boy responds to leadership suggests that he be placed in a suitable boys' club in his community where he can be under the influence of a strong leader. To develop positiveness and decisiveness in this boy may take a long time, and it seems only reasonable that the normal channels available through neighborhood houses be utilized for this purpose.

A report, April 21 - "Half-hearted and silly at times. Does not appear sincere or genuine about the entire matter."

A report, April 22 - "Active and persistent in discussion."

## Summary

### A. Statement of the boy's problem.

We saw nothing in this boy of a very violent nature. He appears to be a mild, inconspicuous sort of character who would respond as readily to a boy's club leader as to a delinquent friend.

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The boy's record in the group was excellent. He carried out his duties precisely and cheerfully. He seemed frank and fair in his dealings with the boys and leaders. If he failed in some respect he was the first to admit it.

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# THE CASE OF STEVE

Age: 13

Delinquency:

7-8-35

Larceny

Placed on probation

With a friend he stole a sample case containing business papers and a suitcase containing clothing with a total value of \$50.00 from an automobile.

Absent from class: 7 times. All seven absences occurred on the first seven days of the period. Once he made his appearance he attended without one day of interruption,

Medical examination: Enlarged spleen

Dearborn Group Test: Failed to appear for all of his appointments for this test.

Physical Changes: Came into class late and therefore comparative measurements not recorded.

Specific Observations made on the boy as recorded on the Observer's Report Blank:

I reports, April 17 - "Ran off to the locker room to-day before the gym class was dismissed. He gave the excuse of being tired. He avoided questions by running back upstairs."

A reports, April 21 - "Half-hearted and silly at times. Does not appear sincere or genuine about the entire matter."

A reports, April 22 - "Active and pertinent in discussion."

THE CASE OF STAY

Age: 13  
 Delineation: 7-8-33  
 Placed on probation

With a friend he stole a typewriter containing  
 business papers and a suitcase containing  
 clothing with a total value of \$30.00 from  
 an automobile.

Absent from class: 7 times. All seven absences oc-  
 curred at the first seven days  
 of the period. When he made  
 his appearance he attended with-  
 out any day of information.

Medical examination: enlarged spleen

Health: Open Test: Failed to answer for all of his  
 appointments for this year.

Physical changes: Came into class late and there-  
 fore comparative measurements  
 not recorded.

Specific observation made on the day he reported on  
the character's report blank

I reported, April 17 - "ran off to the locker room to-  
 day before the gym class was dismissed. He gave the  
 excuse of being tired. He avoided questions by turn-  
 ing back upstairs."

A reported, April 21 - "Half-headed and silly at times.  
 Does not appear sincere or genuine about the entire  
 matter."

A reported, April 22 - "Active and pertinent in dis-  
 cussion."



A reports, April 23 - "Watching other things during wrestling. Wandered from the mats and played with the dumbbells."

A reports, April 28 - "Was wild and hyper-active in the gym. Dashed around here and there. Always greets the leaders in a friendly fashion. Seems to like the class."

A reports, April 29 - "Worked hard and cooperated during the dictation today. His paper was done about as well as he could do it."

A reports, April 30 - "Fifteen minutes late. Lost car ticket and had to walk. Gave this excuse before."

I reports, May 1 - "He and Calvin were snapping at each other playfully with wet towels. Appropriated shower for a moment and then ran out of room."

A reports, May 4 - "Very angry with Calvin, his pal, today over soap-throwing in the shower room. Was going to clean up on him. Showed very intense anger, nearly like a tantrum. Looked very badly. Held the grudge a long time."

I reports, May 4 - "Quarrel with Calvin left him in a revengeful mood, determined to get even. Family pride shown in threat as to what his big brother could do to Calvin."

A reporter, April 28 - "watching other things during wrestling. Wounded from the rats and played with the Campbell."

A reporter, April 28 - "Was wild and hyper-active in the gym. Handed around bars and there. Always greets the leaders in a friendly fashion. Seem to like the class."

A reporter, April 29 - "Worked hard and cooperated during the dissection today. His paper was done about as well as he could do it."

A reporter, April 30 - "Witness minutes late. Lost car ticket and had to walk. Gave this excuse before."

I reporter, May 1 - "He and Calvin were messing at each other playfully with wet towels. Appropriated shower for a moment and then ran out of room."

A reporter, May 4 - "Very angry with Calvin, his girl today over soap-throwing in the shower room. Was going to clean up on him. Shouted very intense anger, nearly like a barbarian. Looked very badly. Held the grudge a long time."

I reporter, May 4 - "Gangster with Calvin left him in a revengeful mood, determined to get even. Really broke down in tears as to what his big brother could do to Calvin."



L reports, May 4 - "After their showers today, two of the boys in my group had a brief fistfight in the locker rooms. Calvin and Steve have been quite friendly during previous sessions, though there has frequently been much fooling and occasional disagreements between them. A few days ago, the two boys had engaged in a rough wet-towel-throwing contest, and Steve resented getting hit once or twice. Today, after Calvin came from his shower he purposely went around a row of lockers in order to come upon Steve from the rear, while Steve was drying himself. Calvin gave Steve a 'towel snap' on the legs; the other lad returned the snap and a chase ensued around the locker with Calvin doing the pursuing, - all apparently done in a spirit of fun. Realizing the danger of running around a locker room with bare feet, I shouted to them to 'cut it out' to no avail, and when they ran close to me I grabbed Calvin by the arm to restrain him. They stood before their respective lockers for a few seconds exchanging remarks, when suddenly Calvin flared up and ran at Steve striking him across the face. Steve recovered, Calvin drew back, then they rushed with fists flying, and before I could get to them Calvin had struck the other boy a hard punch on the left side

363-  
I remember, May 4 - "After-shower showers today, two of  
the boys in my group had a brief fling in the locker  
room. Calvin and Steve have been quite friendly  
during previous seasons, though there has frequently  
been much fooling and occasional disagreements between  
them. A few days ago, the two boys had engaged in a  
rough wet-fowel-fighting contest, and Steve resented  
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from his shower he purposely went around a row of  
lockers in order to come upon Steve from the rear,  
while Steve was drying himself. Calvin gave Steve a  
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snap and a chase ensued around the locker with Calvin  
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of fun. Realizing the danger of running around a  
locker room with bare feet, I begged for them to leave  
it out, to no avail, and when they ran close to me I  
grabbed Calvin by the arm to restrain him. They stood  
before their respective lockers for a few seconds ex-  
changing remarks, then suddenly Calvin flared up and  
ran at Steve striking him across the face. Steve re-  
covered, Calvin drew back, then they rushed with flaps  
flying, and before I could get to them Calvin had  
struck the other boy a hard punch on the left side



Name....Steve..... Date Rated.....  
From..... To.....

which sent him reeling and gasping with pain. Calvin was quickly thrust away; Steve sat down and recovered within a few moments. They then had a verbal battle. Steve promised to blacken his adversary's eyes. Steve threatened to have his brother beat him up."

A reports, May 6 - "Fighting for a place in line when exercising."

I reports, May 6 - "Very friendly, asked me to play checkers with him."

Cruel, bullies

Quarrelsome

Sullen

Dominating

Shy and bashful

Unsocial, withdraws

Depressed

Resentful

Fearful

Treacher

Suspicious

Easily discouraged

Suggestible

Cooperates

Friendly

Interested

Courteous

Shows leadership

which sent him reeling and gasping with pain. Calvin  
was quickly thrust away; Steve sat down and recovered  
within a few moments. They then had a verbal battle.  
Steve promised to blacken his adversary's eyes. Steve  
threatened to have his brother beat him up.  
A reporter, Ray E - "fighting for a place in line when  
overcoming."  
I reporter, Ray E - "Very friendly, asked me to play  
checkers with him."



CHART FOR RATING  
INDIVIDUAL BEHAVIOR

364.

Name.....**Steve**.....

Date Rated.....

	Always	Fre- quently	Occa- sionally	Seldom	Never
1. Exaggerates illness				*	
2. Profane & Obscene language		*			
3. Interrupts meetings			*		
4. Restless, hyperactive		*			
5. Careless in work		*			
6. Lazy		*			
7. Unreliable		*			
8. Disobedient			*		
9. Impertinent and defiant				*	
10. Cruel, bullies			*		
11. Quarrelsome			*		
12. Sullen			*		
13. Domineering			*		
14. Shy and bashful				*	
15. Unsocial, withdraws			*		
16. Depressed			*		
17. Resentful			*		
18. Fearful				*	
19. Dreamy			*		
20. Suspicious			*		
21. Easily discouraged			*		
22. Suggestible			*		
23. Cooperates		*			
24. Friendly		*			
25. Interested			*		
26. Courteous		*			
27. Shows leadership					*

# CHART FOR RATING INDIVIDUAL BEHAVIOR

Name.....					Date Rated.....				



## Summary

A. Statement of the boy's problems. It is easier to describe the behavior of this boy than to formulate his problem. His suspiciousness, his aggressiveness, his defiance - all seem to be related to a sense of failure and worthlessness which goes back farther than our contact was able to go.

B. Behavior in the group. The boy's attitude and behavior steadily improved in the group. He came into the group suspicious and tense. It became apparent that his interest grew, his accessibility increased, and his participation became regular. He never opened up to any of the leaders, but at the conclusion of the period he had warmed up to a place where active communication and rapport could begin.

C. Recommendation. Another period in a class of this type would seem advisable. He seems to need something more fundamental than merely club experience or supervision. Another period of six weeks would make it possible for us to capitalize on the rapport which has been established.

A report, April 1953 - "Showed an unnecessary amount of 'horse-play' during wrestling, ruffling up partner, etc. - Sent from room for disturbing during talk."

## Summary

A. Statement of the boy's problems. It is easier to describe the behavior of this boy than to formulate his problem. His suspiciousness, his aggressiveness, his defiance - all seem to be related to a sense of failure and worthlessness which goes back further than our contact was able to go.

B. Behavior in the group. The boy's attitude and behavior steadily improved in the group. He came into the group suspicious and tense. It became apparent that his interest grew, his receptivity increased, and his participation became regular. He never opened up to any of the leaders, but at the conclusion of the period he had warmed up to a place where active communication and report could begin.

C. Recommendations. Another period in a class of this type would seem advisable. It seems to need something more fundamental than merely club experience or supervision. Another period of six weeks would make it possible for us to specialize on the report which has been established.



THE CASE OF LESTER

Age: 16

Delinquency:

7-12-35

Trespassing

9- 6-35

Larceny

Placed on probation

With another boy stole 49 bushel boxes valued at \$3.92. Intended to sell them.

Absent from class: 18 times

Dearborn Group Test: Ran out of Burroughs Newsboy's Foundation after taking Physical Examination before taking Dearborn Test. Never met his appointments for this later.

Medical examination: Negative except for teeth.

Physical changes during period: Was present so little that he could not be effectively compared.

Specific Observations made on the boy as recorded on the Observer's Report Blank:

A reports, April 6 - "Was overheard saying, 'I can't go upstairs today. I'm busy.' Mr. A told him we were not interested in his busyness."

A reports, April 21 - "Begged off exercises today on the basis of a typhoid shot administered six days ago. On inquiry found that the arm was perfectly all right. This boy continues to be seclusive, evasive. He is completely segregated in the group."

A reports, April 23 - "Showed an unnecessary amount of 'horse-play' during wrestling, ruffling up partner, etc. Sent from room for disturbing during talk."

THE CASE OF LESTER

Age: 18  
Delinquency: 7-18-38  
Trespassing 9-8-38  
Larceny  
Placed on probation  
With another boy stole 48 match boxes valued at \$3.92. Intended to sell them.

Absent from class: 15 times

Descript Group Tests: Ben out of Huntington Newboy's Foundation after taking Physical Examination before taking Descript Test. Never met his appointments for this later.

Medical examination: Negative except for teeth.

Physical changes during period: Was present no little that he could not be effectively compared.

Specific Observations made on the boy as recorded on the Observer's Report Sheet:

A reporter, April 8 - "Was overheard saying, 'I can't

go upstairs today. I'm busy.' Mr. A told him we

were not interested in his business."

A reporter, April 21 - "Begged off exercises today on

the basis of a typhoid shot administered six days ago.

On inquiry found that the shot was perfectly all right.

This boy continues to be elusive, evasive. He is

completely segregated in the group."

A reporter, April 22 - "Showed an unnecessary amount of

'horse-play' during wrestling, trifling up partner,

etc. Sent from room for disturbing during calm."



CHART FOR RATING  
INDIVIDUAL BEHAVIOR

367.

Name... Lester .....

Date Rated.....

	Always	Fre- quently	Occa- sionally	Seldom	Never
1. Exaggerates illness		*			
2. Profane & Obscene language				*	
3. Interrupts meetings			*		
4. Restless, hyperactive				*	
5. Careless in work		*			
6. Lazy		*			
7. Unreliable		*			
8. Disobedient			*		
9. Impertinent and defiant		*			
10. Cruel, bullies				*	
11. Quarrelsome				*	
12. Sullen		*			
13. Domineering				*	
14. Shy and bashful		*			
15. Unsocial, withdraws	*				
16. Depressed		*			
17. Resentful		*			
18. Fearful		*			
19. Dreamy		*			
20. Suspicious		*			
21. Easily discouraged		*			
22. Suggestible				*	
23. Cooperates				*	
24. Friendly				*	
25. Interested				*	
26. Courteous			*		
27. Shows leadership				*	

CHART FOR EATING  
INDIVIDUAL BEHAVIOR

Name.....  
Date Rated.....  
Pre-  
Good-  
Always greatly seldom never

1. Exaggerates illness					
2. Profane & obscene language					
3. Interrupts meetings					
4. Restless, hyperactive					
5. Careless in work					
6. Lazy					
7. Unreliable					
8. Disobedient					
9. Impertinent and defiant					
10. Cruel, bullies					
11. Quarrelsome					
12. Sullen					
13. Dominating					
14. Shy and bashful					
15. Unsocial, withdrawn					
16. Depressed					
17. Resentful					
18. Fearful					
19. Drummy					
20. Suspicious					
21. Easily discouraged					
22. Suggestible					
23. Cooperative					
24. Friendly					
25. Interested					
26. Courtious					
27. Shows leadership					



## Summary

A. Statement of the boy's problems. The short and inadequate account which we got from this boy when he was in the class, gave us a very definite impression that we were dealing with a serious personality problem. His complete isolation, his tendency to withdraw, our complete failure to get any response from him, suggests to us a central problem of a very difficult nature.

B. Behavior in the group. The boy was completely isolated in the group, both in relation to the other boys and in relation to the leaders. He seemed to experience the group and its set-up as an unfriendly, closed unit which was to be avoided with all the devices at his command. He was taken into court several times for his failure to cooperate in attending; the results, however, were discouraging.

C. Recommendation. This boy appears to need a long period of intensive treatment. This treatment should not be given in a training school, for the mere fact of segregation and compulsion would serve to drive him deeper into the shell which he is building around himself. A high type foster-home, a special camp, or clinical treatment is recommended.

## Summary

A. Statement of the boy's problems. The above and inadequate account which we got from this boy when he was in the class, gave us a very definite impression that we were dealing with a nervous personality problem. His complete isolation, his tendency to withdraw, our complete failure to get any response from him, suggests to us a central problem of a very difficult nature.

B. Behavior in the group. The boy was completely isolated in the group, both in relation to the other boys and in relation to the leaders. He seemed to experience the group and its set-up as an unendingly closed unit which was to be avoided with all the devices at his command. He was taken into several times for his failure to cooperate in attending the results, however, were discouraging.

C. Recommendation. This boy appears to need a long period of intensive treatment. This treatment should not be given in a training school, for the mere fact of segregation and compulsion would serve to drive him deeper into the shell which he is building around himself. A high type foster-home, a special camp, or clinical treatment is recommended.



THE CASE OF BADGER

Age: 14

Delinquency:

6-15-35 Charged with Breaking and Enter- Placed  
ing two stores from which watch- on  
es, (5), valued at \$2.50 each, Proba-  
and \$49.75 worth of merchandise tion.  
had been stolen.

Absent from class: 1 time. Boy pleaded to have this  
absence removed on the basis  
that he had come to the Union  
rather than the Burroughs News-  
boy's Foundation.

Medical Examination: Tonsils very large; should have a  
T. and A. Marked phymosis.

Dearborn Group Test: M.A. 8-6

I.Q. 60

Physical Changes during the period:

Weight	+4.75	lbs.
Height	+ .25	inches
Neck	+ .6	"
Cir. shoulders	+2.0	"
Mus. ch. rest	+ .9	"
Mus. ch. inflated	+2.0	"
Mus. ch. uninflated	+ .9	"
Res. chest rest	+ .5	"
Res. chest inflated	+ .4	"
Res. chest uninflated	+ .3	"
Smallest waist	-1.0	"
Hips	+ .5	"
Right arm up	+ .3	"
Right arm down	+ .3	"
Right forearm	+ .5	"
Left arm up	+ .3	"
Left arm down	+ .5	"
Left forearm	+ .5	"
Right thigh	+1.0	"
Right calf	+ .5	"
Left thigh	+1.0	"
Left calf	+ .5	"

# THE CASE OF MADON

Age: 14

Delinquency:

Charged with Breach and Entry - fined  
ing two stores from which water - on  
ed, valued at \$2.00 each. Proba-  
and \$40.00 worth of merchandise. Item.  
had been stolen.

Absent from class: 1 time. Boy planned to have this  
absences removed on the basis  
that he had come to the Union  
rather than the Burroughs Town-  
Boy's Foundation.

Medical Examination: Female very large; should have a  
F. and A. M. K. H. P. H. S.

Deborah Group Test: M.A. 8-8  
I.Q. 50

## Physical Changes during the period:

Weight	4.75 lbs.
Height	4.35 inches
Neck	4.0
Cir. shoulders	4.0
Mus. ch. front	4.0
Mus. ch. inflated	4.0
Mus. ch. uninflated	4.0
Res. chest rest	4.0
Res. chest inflated	4.0
Res. chest uninflated	4.0
Smallest waist	4.0
Hips	4.0
Right arm up	4.0
Right arm down	4.0
Right forearm	4.0
Left arm up	4.0
Left arm down	4.0
Left forearm	4.0
Right thigh	4.0
Right calf	4.0
Left thigh	4.0
Left calf	4.0



Specific Observations made on the boy as recorded on the Observer's Report Blank:

A reports, April 15 - "Spoke eleven times during the discussion."

A reports, April 21 - "Is afraid of the difficult jumps. He enters readily the easy ones. Talking to his neighbor during the discussion."

A reports, April 22 - "Offered to help me up the stairs with movie film. Took care of my brief case for a long time. Seemed proud of the responsibility."

A reports, April 27 - "Fails to give much of his attention to the matters at hand."

A reports, April 30 - "Is very much concerned about his absence yesterday. Wants a clean record. He came to the wrong place."

A reports, May 1 - "Still anxious about his absence. Wants a clean record in this class."

I reports, May 4 - "Does no more than necessary."

Specific observations made on the boy as recorded on the Observer's Report Blank:

A reporter, April 15 - "Spoke eleven times during the discussion."

A reporter, April 21 - "Is afraid of the difficult jumps. He enters readily the easy ones. Talking to his neighbor during the discussion."

A reporter, April 22 - "Offered to help me up the stairs with movie film. Took care of my brief case for a long time. Seemed proud of the responsibility."

A reporter, April 27 - "Wants to give much of his attention to the matters at hand."

A reporter, April 30 - "Is very much concerned about his absence yesterday. Wants a clean record. He came to the wrong place."

A reporter, May 1 - "Still anxious about his absence. Wants a clean record in this class."

I reports, May 4 - "Does no more than necessary."



CHART FOR RATING  
INDIVIDUAL BEHAVIOR

371.

Name...**Badger**.....

Date Rated.....

	Always	Fre- quently	Occa- sionally	Seldom	Never
1. Exaggerates illness					*
2. Profane & Obscene language				*	
3. Interrupts meetings				*	
4. Restless, hyperactive				*	
5. Careless in work				*	
6. Lazy				*	
7. Unreliable				*	
8. Disobedient				*	
9. Impertinent and defiant				*	
10. Cruel, bullies					*
11. Quarrelsome				*	
12. Sullen					*
13. Domineering				*	
14. Shy and bashful				*	
15. Unsocial, withdraws				*	
16. Depressed				*	
17. Resentful				*	
18. Fearful		*			
19. Dreamy			*		
20. Suspicious				*	
21. Easily discouraged			*		
22. Suggestible		*			
23. Cooperates		*			
24. Friendly	*				
25. Interested			*		
26. Courteous	*				
27. Shows leadership					*



CHART FOR RATING  
INDIVIDUAL BEHAVIOR

Name... Subject... Date Rated...  
Occ-  
Pre-  
Always usually seldom never

1. Exaggerates illness					
2. Profane & obscene language					
3. Interrupts meetings					
4. Restless, hyperactive					
5. Careless in work					
6. Lazy					
7. Unreliable					
8. Disobedient					
9. Impertinent and defiant					
10. Cruel, bullies					
11. Quarrelsome					
12. Solitary					
13. Dominating					
14. Sly and deceitful					
15. Unsocial, withdraws					
16. Depressed					
17. Resentful					
18. Fearful					
19. Greedy					
20. Suspicious					
21. Easily discouraged					
22. Suggestible					
23. Cooperative					
24. Friendly					
25. Interested					
26. Courteous					
27. Shows leadership					



## Summary

A. Statement of the boy's problems. This boy demonstrated nothing which would lead us to believe that there is any intrinsic personality problem. He seems to have a normal, healthy outlook. His delinquency seems to be something more peripheral than central. He exhibited no malignant signs of criminality. He rates as a "mental defective" in intelligence, and seems to be making about as good an adjustment as can be expected of a boy of his capabilities.

B. Behavior in the group. This boy quickly adjusted himself to the demands of the group. He accepted the leadership and group responsibility easily and readily. He was not the most brilliant member of the group, but he demonstrated his very great willingness to try anything, except when something appeared too difficult for him. His limited capacity makes it unfair to judge him on an equivalent basis with the more qualified boys.

C. Recommendation. Judging from what we saw, no elaborage plan should be drawn up for his life. Supervision and encouragement by the probation officer, with some attempt at assisting the family, is about all that can be suggested.

## Summary

### A. Statement of the boy's problems. This boy

demonstrated nothing which would lead us to believe that there is any intrinsic personality problem. He seems to have a normal, healthy outlook. His delinquency seems to be something more peripheral than criminal. He exhibited no malignant signs of criminality. He rates as a "mental defective" in intelligence, and seems to be making about as good an adjustment as can be expected of a boy of his capabilities.

### B. Behavior in the group. This boy quickly

adjusted himself to the demands of the group. He accepted the leadership and group responsibility easily and readily. He was not the most brilliant member of the group, but he demonstrated his very great willingness to try anything, except when something appeared too difficult for him. His limited capacity makes it unfair to judge him on an equivalent basis with the more qualified boys.

### C. Recommendation. Judging from what we saw,

no elaborate plan should be drawn up for his life. Supervision and encouragement by the probation officer, with some attempt at assisting the family, is about all that can be suggested.



THE CASE OF STANFORD

Age: 17

Delinquency:

8-17-32	Larceny	Given probation
11-14-34	Breaking, entering and Larceny	Suspended sentence to Shirley
12- 5-34	Stealing ride	Case continued & filed
5-29-35	Malinjury to prop- erty	" " " "
	(All of the above charges made in the East Boston Court)	
11-29-35	Disturbing a Pub- lic Assembly	Given suspended sen- tence to Shirley

Absent from Class: 6 times

Medical Examination: Negative

Dearborn Group Test: M.A. 10-6  
I.Q. 75

Physical Changes during the period: Did not appear at  
last sessions when final measure-  
ments were made.

Specific Observations made on the boy as recorded on  
the Observer's Report Blank:

A reports, April 9 - "Came up to the Director, pulled  
his nose lightly, and asked him why de did not get in-  
to gym clothes. The Director interpreted this as  
'freshness' and proceeded to tell the boy that he did  
not have to make an explanation to him, and that he  
was not kindly disposed toward that kind of intimacy.  
Later in the period, this boy was showing off to his  
friends and breaking out of line."

A reports, April 13 - "Was fooling, not doing exer-

THE CASE OF STANFORD

Age: 17  
Delinquency:  
8-14-38 Larceny  
11-14-38 Breaking, entering  
and Larceny  
12-8-38 Stealing  
3-29-38 Delinquency to group  
erty  
(All of the above charges made in the  
East Boston Court)  
11-29-38 Disturbing a peace - Given suspended sen-  
the Assembly  
Absent from class: 6 times  
Medical Examination: Negative  
Dearborn Group Test: N.A. 10-5  
I.Q. 75

Physical Changes during the period: Did not appear at  
last session when final measure-  
ments were made.

Specific Observations made on the boy as recorded on  
the Observer's Report Blank:

A reporter, April 9 - "Came up to the Director, pulled  
his nose lightly, and asked him why he did not get in-  
to gym clothes. The Director interpreted this as  
'freeness' and proceeded to tell the boy that he did  
not have to make an explanation to him, and that he  
was not kindly disposed toward that kind of behavior.  
Later in the period, this boy was showing off to his  
friends and breaking out of line."  
A reporter, April 12 - "Was fooling, not doing exer-



cises, though not attempting to disturb the others."

A reports, April 14 - "Had a dirty face. Mr. Q told him to look in the mirror and notice it. He came up to the Director and tried to pull his nose again. Having had his nose pulled once, the Director was on his guard, and the nose-pulling didn't go very far. The boy was questioned about this. He was non-committal."

A reports, April 15 - "Came half-hour late today with no excuse. Did not enter at all into the discussion."

A reports, April 16 - "Silly, not trying hard, showing off. Pushed one of the leaders playfully. His desire to punch, pull noses, etc., is something interesting to watch."

A reports, April 21 - "Not paying attention when gym instructors were giving their directions. Hasn't a very sincere attitude."

A reports, April 23 - "Poked me in the leg today. Showed an unnecessary amount of 'horse-play' during wrestling."

A reports, April 27 - "A good deal of fooling and clowning as usual. Left group entirely at one time during the exercises. Certainly making a bad impression."

A reports, April 28 - "Continues to be silly, pesters,

classes, through not attempting to disturb the others."

A reporter, April 14 - "Had a dirty face. Mr. G told him to look in the mirror and notice it. He came up to the Director and tried to pull his nose again. Having had his nose pulled once, the Director was on his guard, and the nose-pulling didn't go very far. The boy was questioned about this. He was non-committal."

A reporter, April 15 - "Came half-hour late today with no excuse. Did not enter at all into the discussion."

A reporter, April 16 - "Stilly, not trying hard, showing off. Pushed one of the leaders physically. His desire to punch, pull noses, etc., is something interesting to watch."

A reporter, April 21 - "Not paying attention when the instructors were giving their directions. Haven't a very sincere attitude."

A reporter, April 22 - "Poked me in the leg today. Showed an unnecessary amount of 'horse-play' during wrestling."

A reporter, April 27 - "A good deal of fooling and clowning as usual. Left group entirely at one time during the exercises. Certainly making a bad impression."

A reporter, April 28 - "Continues to be stilly, careless,



and generally has a record of poor deportment. His freshness has antagonized the gym instructors."

M reports, April 28 - "Asked instructors to ring bell so as to end class in exercise. He wanted to get dressed. He didn't seem to have any disposition to exercise or use instruments at his disposal."

A reports, April 29 - "Didn't feel inclined to write during much of the dictation. He was indifferent and refused to cooperate. Got very little of the dictation."

A reports, April 30 - "Was in the lobby of the Union early in the afternoon but did not come to class."

A reports, May 4 - "Has a sore hip. Wanted to go home. Was given electric treatment by Mr. Q."

M reports, May 4 - "Tires easily and is frequently seen resting."

I reports, May 4 - "Because of bad hip he felt he did not have to do some of the arm exercises. He was on the opposite side of a large post from Mr. P."

A reports, May 5 - "Hip continues to be sore. Looks sick. Doesn't take kindly to the idea of going to an Out-Patient Department for attention."

Courteous

Shows leadership

and generally has a record of poor department. His  
freedom has antagonized the gym instructors."  
A reporter, April 28 - "Asked instructors to ring bell  
as to end class in exercise. He wanted to get  
dressed. He didn't seem to have any disposition to  
exercise or use instruments at his disposal."  
A reporter, April 29 - "Didn't feel inclined to write  
during much of the distention. He was indifferent and  
refused to cooperate. Got very little of the disten-  
sion."  
A reporter, April 30 - "Was in the lobby of the Union  
early in the afternoon but did not come to class."  
A reporter, May 4 - "Has a sore hip. Wanted to go  
home. Was given electric treatment by Mr. D."  
A reporter, May 4 - "Tires easily and is frequently seen  
resting."  
A reporter, May 4 - "Because of bad hip he felt he did  
not have to do some of the new exercises. He was on  
the opposite side of a large post from Mr. P."  
A reporter, May 5 - "Hip continues to be sore. Looks  
sick. Doan's take kindly to the idea of going to  
an Out-Patient Department for attention."



CHART FOR RATING  
INDIVIDUAL BEHAVIOR

376.

Name...**Stanford**.....

Date Rated.....

Always      Fre-      Occa-  
quently      sionally      Seldom      Never

1. Exaggerates illness			*		
2. Profane & Obscene language		*			
3. Interrupts meetings		*			
4. Restless, hyperactive	*				
5. Careless in work		*			
6. Lazy		*			
7. Unreliable		*			
8. Disobedient			*		
9. Impertinent and defiant			*		
10. Cruel, bullies		*			
11. Quarrelsome			*		
12. Sullen				*	
13. Domineering		*			
14. Shy and bashful				*	
15. Unsocial, withdraws				*	
16. Depressed			*		
17. Resentful				*	
18. Fearful				*	
19. Dreamy			*		
20. Suspicious				*	
21. Easily discouraged		*			
22. Suggestible			*		
23. Cooperates			*		
24. Friendly		*			
25. Interested			*		
26. Courteous			*		
27. Shows leadership					*



# CHARACTER RATING INTERVIEW BEHAVIOR

	Name: Interviewer.....			Late Rated.....		
	Always	Frequently	Seldom	Never	Occasionally	Pre-Occasionally
1. Exaggerates illness						
2. Profane & obscene language						
3. Interrupts meetings						
4. Restless, hyperactive						
5. Careless in work						
6. Lazy						
7. Unreliable						
8. Disobedient						
9. Impertinent and defiant						
10. Greedy, selfish						
11. Quarrelsome						
12. Sulky						
13. Dominating						
14. Shy and bashful						
15. Unsociable, withdrawn						
16. Depressed						
17. Resentful						
18. Fearful						
19. Greedy						
20. Suspicious						
21. Easily discouraged						
22. Suggestible						
23. Cooperative						
24. Friendly						
25. Interested						
26. Courteous						
27. Shows leadership						



## Summary

A. Statement of the boy's problems. We derived a picture of a very active, poorly disciplined, and carelessly guided boy. The Dearborn Test gives us some impression of the level of his abilities. He has an extended record of delinquency, much of which is due to this great amount of physical activity which is poorly controlled. His dancing around, pulling noses, failure to stay with the group in its united activity gives a picture which agrees with his delinquent charges of "disturbing a public assembly", "mal-injury to property", etc.

B. Behavior in the group. In this instance the group served as an excellent medium for studying the boy's hyper-activity, his lack of control, and his failure to take group responsibilities. A clinical picture of this case might have been totally in error. As the period went on he showed more and more an outline of his problem.

C. Recommendations. This boy is ready to go to work. He has a great deal of physical drive which could be well spent and better directed in a type of work in which he could utilize it. A farm job is both in keeping with his mental ability and native energy.

## Summary

### A. Statement of the boy's problems.

We described a picture of a very active, poorly disciplined, and carelessly guided boy. The Dearborn Test given us some impression of the level of his abilities. He has an extended record of delinquency, much of which is due to his great amount of physical activity which is poorly controlled. His dancing around, pulling noses, failure to stay with the group in its united activity gives a picture which agrees with his delinquent charges of "disturbing a public assembly", "causing injury to property", etc.

### B. Behavior in the group.

In this instance the group served as an excellent medium for studying the boy's hyper-activity, his lack of control, and his failure to take group responsibilities. A clinical picture of this case might have been totally in error. As the period went on he showed more and more an outline of his problem.

### C. Recommendations.

This boy is ready to go to work. He has a great deal of physical drive which could be well spent and better directed in a type of work in which he could utilize it. A farm job is best in keeping with his mental ability and native energy.



THE CASE OF CARTER

Age: 16

Delinquency:

Probation Board No record

9-5-35

Larceny

Case continued

Larceny of two belts valued at \$25.00 each from Raymond's Store. Walked in, tried belts on, and tried to walk out with the belts on.

Absent from class: 8 times

Medical Examination: 3 bad teeth; chest full of wheezes (chronic)

Dearborn Group Test: M.A. 13-0

I.Q. 93

Physical Changes during the period: Absent last week so no record could be made.

Specific Observations made on the boy as recorded on the Observer's Report Blank:

A reports, April 6 - "Tried to get car tickets a second time."

A reports, April 9 - "Was out of line a number of times."

A reports, April 13 - "Acts bored and supercilious."

A reports, April 15 - "Spoke two times during the discussion."

A reports, April 16 - "Left the group at times to run to other parts of the gym. However, after the class he asked if the gym class could not be longer."

I reports, April 17 - "Manifests a tendency to insubordination or disregard of authority by telling, rather

THE CASE OF CARTER

Age: 18  
Delinquency:  
Probation Board: No record  
9-8-35  
Larson  
Case continued  
Larson of two halves valued at \$35.00 each from  
Raymond's Store. William in, asked before on,  
and tried to walk out with the halves on.  
Absent from class: 2 times  
Medical Examination: 3 bad teeth; chest full of wheezes  
(chronic)  
Barbours Group Test: M.A. 13-0  
I.G. 93  
Physical changes during the period: Absent last week  
as no record could be made.  
Specific Observations made on the day as recorded on  
the Observer's Report Blank:  
A reporter, April 8 - "Tried to get car tickets a second  
time."  
A reporter, April 8 - "Was out of line a number of times."  
A reporter, April 13 - "Acts bored and supercilious."  
A reporter, April 13 - "Spoke two times during the dis-  
cussion."  
A reporter, April 13 - "Left the group at times to run  
to other parts of the gym. However, after the class  
he asked if the gym class could not be longer."  
I reporter, April 17 - "Manifests a tendency to inap-  
propriation or disregard of authority by talking, rather



than asking, the one with the key to open and close his locker; not verbose, but betrays at least a knowledge of sodomy by a retort I overheard him make to another boy. He is indifferent and unresponsive in the discussion group."

A reports, April 21 - "Talking during the speech."

M reports, April 21 - "Came in at 4:30 just before the class ended; he wanted to rush into his gym suit and get into the exercise."

A reports, April 28 - "Putting much life and enthusiasm into his exercises. There is a spirit of cooperation in this boy today. Worried about a slight rip in his gym trunks. When told he would have to use them the rest of the period, he agreed without argument."

I reports, April 28 - "At last he accepts the situation and shows his ability and good form in the gym work, admitting that he has 'always liked that kind of stuff'. But in discussion group he sits by the window and divides his attention between the room and the street."

M reports, April 28 - "Very adept and interested in the exercises. Likes to be in a gymnasium."

A reports, April 23 - "Asked Director, 'Can we come here after probation is over? I like this.'"

A reports, April 30 - "Fooling rather than wrestling."

than asking, the one with the key to open and close his locker; not verbose, but betrays at least a knowledge of society by a retort I overheard him make to another boy. He is indifferent and unresponsive in the discussion group.

A reporter, April 21 - "Talking during the speech."  
M reporter, April 21 - "Came in at 4:30 just before the class ended; he wanted to turn into his gym suit and get into the exercises."

A reporter, April 22 - "Putting much life and enthusiasm into his exercises. There is a spirit of cooperation in this boy today. Worried about a slight rip in his gym trousers. When told he would have to use them the rest of the period, he agreed without argument."

I reporter, April 22 - "At last he accepts the situation and shows his ability and good form in the gym work, admitting that he has 'always liked that kind of work.' But in discussion group he sits by the window and divides his attention between the room and the street."

M reporter, April 22 - "Very sharp and interested in the exercises. Likes to be in a gymnasium."

A reporter, April 22 - "Asked Director, 'Can we come here after probation is over? I like this.'"

A reporter, April 22 - "Feeling rather than wrestling."



# INDIVIDUAL BEHAVIOR

Name Garber

Date Rated

380.

Pre-

Occa-

Always Usually Occasionally Seldom Never

Still complaining about the rip in his gym pants."

M reports, May 4 - "Makes sincere effort to get most out of the work. He follows instructions closely."

N reports, May 4 - "Seems to be a 'cocky' individual.

He feels pretty confident of himself. Before exer-

cises, will occupy himself with doing stunts. How-

ever, he appears to be quite athletic."

Disobedient

Impertinent and defiant

Cruel, bullies

Quarrelsome

Sullen

Domineering

Shy and bashful

Unsocial, withdraws

Depressed

Resentful

Fearful

Dreamy

Suspicious

Easily discouraged

Suggestible

Cooperates

Friendly

Interested

Courteous

Shows leadership

still complaining about the rip in his gym pants."  
H reporter, May 4 - "Makes sincere efforts to get most  
out of the work. He follows instructions closely."  
H reporter, May 4 - "Seems to be a 'cocky' individual.  
He feels pretty confident of himself. Before exer-  
cises, will occupy himself with doing sit-ups. How-  
ever, he appears to be quite minimalist."



CHART FOR RATING  
INDIVIDUAL BEHAVIOR

381.

Name **Carter** .....

Date Rated.....

	Always	Fre- quently	Occa- sionally	Seldom	Never
1. Exaggerates illness		*			
2. Profane & Obscene language			*		
3. Interrupts meetings				*	
4. Restless, hyperactive			*		
5. Careless in work		*			
6. Lazy		*			
7. Unreliable			*		
8. Disobedient			*		
9. Impertinent and defiant			*		
10. Cruel, bullies			*		
11. Quarrelsome				*	
12. Sullen			*		
13. Domineering			*		
14. Shy and bashful				*	
15. Unsocial, withdraws				*	
16. Depressed			*		
17. Resentful				*	
18. Fearful			*		
19. Dreamy			*		
20. Suspicious				*	
21. Easily discouraged			*		
22. Suggestible			*		
23. Cooperates			*		
24. Friendly		*			
25. Interested			*		
26. Courteous		*			
27. Shows leadership				*	







Summary

A. Statement of the boy's problems. Though the delinquency in this picture does not appear to be of a very serious nature, the boy showed enough failure in the group to warrant the opinion that he hardly possesses the qualities to be a reliable citizen. His evasion in first attending the class, his failure to attend the last week, his deception in the use of car tickets - all point toward a tendency to take social obligations lightly and to instrumentalize that which is closest at hand.

B. Behavior in the group. The fact that he refused to attend the first few meetings indicates that he probably did not intend to cooperate. During the middle of the experiment, there was a period of several days when he responded well. His change was noticed by several of the observers; however, it was not very permanent. He failed to attend all but one day of the last week and prefaced his absence by a return to his original attitude.

C. Recommendation. The compulsion involved in the present set-up seemed to militate against the best kind of response on the part of this boy. A more informal club situation in his own community, free

## Summary

A. Statement of the boy's problems. Though the delinquency in this picture does not appear to be of a very serious nature, the boy showed enough failure in the group to warrant the opinion that he hardly possesses the qualities to be a reliable citizen. His aversion in first attending the class, his failure to attend the last week, his deception in the use of cigarettes - all point toward a tendency to take social obligations lightly and to instrumentalize that which is closest at hand.

B. Behavior in the group. The fact that he refused to attend the first few meetings indicates that he probably did not intend to cooperate. During the middle of the experiment, there was a period of several days when he responded well. His change was noticed by several of the observers; however, it was not very permanent. He failed to attend all but one day of the last week and professed his absence by a return to his original attitude.

C. Recommendation. The cooperation involved in the present set-up seemed to elicit against the best kind of response on the part of this boy. A more informal club situation in his own community, free



from the compulsion and supervision of the court, may produce far greater results with this boy than we can hope to get.

Attempted larceny: Given suspended sentence to Whitley and placed in observation

Attempted larceny of a carton containing \$25.00 worth of shoes from a truck. Caught by Detective who had been hiding in the truck.

Absent from Class: 5 times

Medical Examination: Negative

Dearborn Group Test: Could not take this test as he has never learned to read or write.

Physical changes during the period:

Weight	- .5 lbs.
Height	
Neck	+ .5 inches
Cir. Shoulders	+ .5 "
Max. ch. rest	
Max. ch. inflated	+ .5 "
Max. ch. uninflated	+ .3 "
Max. chest rest	+1.0 "
Max. chest inflated	+1.0 "
Max. ch. uninflated	+ .5 "
Smallest waist	+ .4 "
Hips	
Right arm up	+ .5 "
Right arm down	+ .5 "
Right forearm	
Left arm up	+ .5 "
Left arm down	+ .5 "
Left forearm	+ .5 "
Right thigh	+ .5 "
Right calf	+ .5 "
Left thigh	+ .5 "
Left calf	+ .5 "

from the commission and supervision of the court, may  
produce far greater results with this boy than we can  
hope to get.

The boy is a very intelligent and capable individual, and it is our hope that the commission and supervision of the court will be able to provide him with the necessary resources and support to achieve his goals. We believe that this approach will be more effective than the current system, which often fails to provide the necessary resources and support to individuals like this boy. We hope that the commission and supervision of the court will be able to provide him with the necessary resources and support to achieve his goals. We believe that this approach will be more effective than the current system, which often fails to provide the necessary resources and support to individuals like this boy.



THE CASE OF JEFF

Age: 17

Delinquency:

1-17-36 Attempted larceny Given suspended sentence to Shirley and placed on probation

Attempted larceny of a carton containing \$36.00 worth of shoes from a truck. Caught by detective who had been hiding in the truck.

Absent from Class: 6 times

Medical Examination: Negative

Dearborn Group Test: Could not take this test as he has never learned to read or write.

Physical changes during the period:

Weight	- .5 lbs.
Height	
Neck	+ .5 inches
Cir. shoulders	+ .5 "
Mus. ch. rest	
Mus. ch. inflated	+ .2 "
Mus. ch. uninflated	+ .3 "
Res. chest rest	+1.0 "
Res. chest inflated	+1.0 "
Res. ch. uninflated	+ .5 "
Smallest waist	- .4 "
Hips	
Right arm up	+ .5 "
Right arm down	+ .5 "
Right forearm	
Left arm up	+ .5 "
Left arm down	+ .2 "
Left forearm	+ .2 "
Right thigh	+ .5 "
Right calf	+ .5 "
Left thigh	+ .5 "
Left calf	+ .5 "

# THE CASE OF JIM

Age: 17  
 Delinquency: 1-17-36  
 Attempted larceny  
 Given suspended sentence to Shirley and placed on probation

Attempted larceny of a carter containing \$33.00 worth of shoes from a truck. Caught by detective who had been hiding in the truck.

Absent from class: 3 times

Medical Examination: Negative

Garbourn Group Test: Could not take this test as he has never learned to read or write.

Physical changes during the period:

Weight	- 3 lbs.
Height	
Neck	+ 3 inches
Cir. shoulders	+ 3
Mus. ch. rest	
Mus. ch. inflated	+ 3
Mus. ch. uninflated	+ 3
Res. chest rest	+ 3
Res. chest inflated	+ 3
Res. ch. uninflated	+ 3
Smallest waist	- 4
Hips	
Right arm up	+ 3
Right arm down	+ 3
Right forearm	
Left arm up	+ 3
Left arm down	+ 3
Left forearm	+ 3
Right thigh	+ 3
Right calf	+ 3
Left thigh	+ 3
Left calf	+ 3



Specific Observations made on the boy as recorded on the Observer's Report Blank:

A reports, April 6 - "'Ducked' all the difficult exercises."

A reports, April 8 - "Was not trying during several exercises. He appears stupid, though not too poorly coordinated."

A reports, April 9 - "Had to try some of the exercises many times before he understood them."

A reports, April 13 - "Slow, and dirty in speech today. Said, 'Had plenty to drink yesterday.'"

A reports, April 15 - "Spoke only once during the discussion. Disturbed the discussion by unnecessary whispering."

A reports, April 21 - "Twenty minutes late, then didn't know whether he could be bothered with putting on his gym suit. When he did get into a suit, he did not enter into a single exercise."

M reports, April 21 - "Did not participate in any exercise; stood sullenly on outside edge of group."

A reports, April 22 - "Had a suspicious disdainful look during the discussion. Though I tried to warm up to the boy during the period before the picture, he wanted to have little to do with me."

Specific observations made on the boy as recorded on  
the Observer's Report Blank:

A reporter, April 8 - "Blacked" all the different exer-  
cises."

A reporter, April 8 - "Was not trying during several  
exercises. He appears stupid, though not too poorly  
coordinated."

A reporter, April 9 - "Had to try some of the exercises  
many times before he understood them."

A reporter, April 10 - "Slow, but dirty in speech today.  
Said, 'Had plenty to drink yesterday.'"

A reporter, April 10 - "Spoke only once during the dis-  
cussion. Disturbed the discussion by unnecessary  
whispering."

A reporter, April 11 - "Twenty minutes later, than Bill's  
know whether he could be bothered with writing on his  
the unit. When he did get into a unit, he did not  
enter into a single exercise."

A reporter, April 11 - "Did not participate in any ex-  
ercises; stood silently on outskirts of group."

A reporter, April 12 - "Had a suspicious, distant look  
during the discussion. Though I tried to warn up to  
the boy during the period before the picture, he wanted  
to have little to do with me."



A reports, April 23 - "Made a fight out of the wrestling exercises. Heard singing 'Prisoner's Song', and said, 'I'll be behind bars some day.'"

A reports, April 28 - "Is not cooperating. Acts brave and defiant in the locker room."

I reports, April 28 - "Does not take an interest in doing the gym work correctly or well."

M reports, April 28 - "Very dull. Did not participate in exercises in gym."

A reports, April 29 - "Can't write, so got none of the dictation. Sat quietly during the period and made no trouble."

I reports, April 17 - "After leaving the building on the corner of Tamworth Street and Tremont Street, Larry, Merton, Pal, and Jeff were arguing loudly about their tickets, for which they were still gambling. Mr. J's remonstrations seemed to check them somewhat."

A reports, April 30 - "Didn't like to go into gym. Lazy and indifferent to the wrestling."

A reports, May 6 - "Said his absence on two previous days were due to the fact that he had been working. Said Mr. F had said it was all right to stay out if he had work. This was checked with Mr. F and we found that the boy had lied."

575  
A reporter, April 23 - "Made a fight out of the wrestling  
exercises. Heard singing 'Trishner's Song', and said,

"I'll be behind bars some day."

A reporter, April 23 - "Is not cooperating. Late

brave and defiant in the locker room."

I reporter, April 23 - "Does not take an interest in  
doing the gym work correctly or well."

A reporter, April 23 - "Very dull. Did not participate  
in exercises in gym."

A reporter, April 23 - "Can't write, so got none of the  
dictation. Sat quietly during the period and made no  
trouble."

I reporter, April 17 - "After leaving the building on  
the corner of Tenth Street and Tremont Street, Lar-  
ry, Warden, Bai, and Jeff were arguing loudly about  
their tickets, for which they were still gambling. Mr.  
Jeff's remonstrations seemed to check them somewhat."

A reporter, April 30 - "Linn's like to go into gym.  
Lazy and indifferent to the wrestling."

A reporter, May 3 - "Said his absence on two previous  
days were due to the fact that he had been working."

Said Mr. F had said it was all right to stay out if he  
had work. This was checked with Mr. F and we found

that the boy had lied."



# INDIVIDUAL SERVICES

Name.... Jeff.....

Date Rated.....

387.

Pro-

Con-

1. Exa A reports, May 7 - "Wasn't going to dress for gym work.  
2. Pro He said he had a sore arm from playing handball. Once  
3. Int in the gym suit he didn't seem to be bothered by his  
4. Res arm difficulty."

5. Careless in work

6. Lazy

7. Unreliable

8. Disobedient

9. Impertinent and defiant

10. Cruel, bullies

11. Quarrelsome

12. Sullen

13. Dominating

14. Shy and bashful

15. Unsociable, withdraws

16. Depressed

17. Resentful

18. Fearful

19. Dreamy

20. Suspicious

21. Easily discouraged

22. Suggestible

23. Cooperates

24. Friendly

25. Interested

26. Courteous

27. Shows leadership

287.  
A reporter, May 7 - "Wants to go to dress for gym work.  
He said he had a sore arm from playing baseball. Once  
in the gym with he didn't seem to be bothered by his  
arm difficulty."



CHART FOR RATING  
INDIVIDUAL BEHAVIOR

388.

Name....*Jeff*.....

Date Rated.....

Always      Fre-      Occa-  
quently      sionally      Seldom      Never

1. Exaggerates illness				*	
2. Profane & Obscene language		*			
3. Interrupts meetings				*	
4. Restless, hyperactive			*		
5. Careless in work		*			
6. Lazy		*			
7. Unreliable		*			
8. Disobedient			*		
9. Impertinent and defiant			*		
10. Cruel, bullies			*		
11. Quarrelsome				*	
12. Sullen		*			
13. Domineering			*		
14. Shy and bashful		*			
15. Unsocial, withdraws		*			
16. Depressed				*	
17. Resentful			*		
18. Fearful				*	
19. Dreamy				*	
20. Suspicious		*			
21. Easily discouraged		*			
22. Suggestible		*			
23. Cooperates			*		
24. Friendly				*	
25. Interested					*
26. Courteous			*		
27. Shows leadership					*



CHARACTER RATING  
INDIVIDUAL BEHAVIOR

Name.....					Date Rated.....
Fits.....					Occs.....
Always					Usually
Often					Seldom
Never					
1. Exaggerated illness					
2. Profane & obscene language					
3. Interrupts meetings					
4. Restless, hyperactive					
5. Careless in work					
6. Lazy					
7. Unreliable					
8. Disobedient					
9. Impertinent and defiant					
10. Cruel, brutal					
11. Quarrelsome					
12. Sulky					
13. Dominating					
14. Shy and bashful					
15. Unsocial, withdrawn					
16. Depressed					
17. Resentful					
18. Fearful					
19. Drifty					
20. Suspicious					
21. Easily discouraged					
22. Suggestible					
23. Cooperative					
24. Friendly					
25. Interested					
26. Conscientious					
27. Shows leadership					



Summary

A. Statement of the boy's problems. Though this boy is probably feeble-minded, he has a practical sense which aids him in making a fairly good social adjustment. His record in the group is pretty bad. One got the impression that the necessity of competing in a world that was too advanced for his abilities has left him rather vicious and resentful. Unless skillfully guided, he may easily be drawn into delinquencies of a far more serious nature than that which brought him into court this time.

B. Behavior in the group. The group was hardly a fair place in which to give this boy a chance. Its curriculum and schedule was outlined for boys of a much better intellect. Of course, he was frustrated and humiliated at every turn, though the leaders took into account his case. From a standpoint of study, however, he probably demonstrated to us the type of reaction he has always shown to the outside world which has been too difficult for him to compete with successfully.

C. Recommendation. Two things seem important in this case. He must be given a simple type of routine work, where he can feel some sense of worth and

## Summary

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### C. Recommendation. Two things seem important

in this case. He must be given a simple type of routine work, where he can feel some sense of worth and



value. In addition, the burden of supervision in this case will probably have to be placed on the family.

He always will need a little extra help, and the family will have to be educated to the task of skillfully giving this. Otherwise, a certain amount of institutional care may be necessary.

Absent from class: 15 times

Dearborn Group Test: 4.4, 11-10  
1.4, 35

Physical changes during period: Did not attend often enough to get any accurate measurements.

Specific Observations made on the boy as recorded on the Observer's Report Blank:

A reports, April 8 - "Seems too small for this group.

Physical competition with other boys seems unfair.

Disturbed his neighbor during discussion."

A reports, April 22 - "Had a sore throat and wanted to stay out of gym. When refused, he tried to sneak out of gym."

A reports, April 29 - "Took the dictation indifferently. His paper showed that he did a fairly good job."

A reports, May 1 - "Seems pitifully weak and ineffective. He never tries very hard. His general mental seems very poor."

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case will probably have to be placed on the family.

He always will need a little extra help, and the family

will have to be educated to the task of skillfully giv-

ing this. Otherwise, a certain amount of institution-

of care may be necessary.



THE CASE OF CLEVE

Age: 14

Delinquency:

4-12-33	Larceny (East Boston Court)	Filed
9- 6-36	Larceny of 49 bushel boxes valued at \$3.92.	Placed on probation
1- 2-36	Larceny of one bundle of sawdust bags valued at \$2.00.	Suspended sentence to Lyman; put on probation

Absent from Class: 15 times

Dearborn Group Test: M.A. 11-10  
I.Q. 85

Physical changes during period: Did not attend often enough to get any accurate measurements.

Specific Observations made on the boy as recorded on the Observer's Report Blank:

A reports, April 6 - "Seems too small for this group.

Physical competition with other boys seems unfair.

Disturbed his neighbor during discussion."

A reports, April 21 - "Had a sore tooth and wanted to stay out of gym. When refused, he tried to sneak out of gym."

A reports, April 29 - "Took the dictation indifferently. His paper showed that he did a fairly good job."

A reports, May 1 - "Seems pitifully weak and ineffective. He never tries very hard. His general control seems very poor."

# THE CASE OF CLIVE

1-2-35	Larceny of one bundle of several bags valued at \$2.00.	Placed on probation
9-6-35	Larceny of 49 bundles boxes valued at \$2.92.	Placed on probation
4-12-35	Larceny (East Boston Court)	Fined

Absent from class 15 times

Garborm Group Test: M.A. 11-10  
I.G. 88

Physical changes during period: Did not attend often enough to get any accurate measurements.

Specific observations made on the boy as recorded on the Observer's Report Blank:

A reporter, April 8 - "Seems too small for this group."

Physical comparison with other boys seems unfair.

Disturbed his neighbor during discussion."

A reporter, April 21 - "Had a sore tooth and wanted to stay out of gym. When refused, he tried to sneak out."

A reporter, April 22 - "Took the station indifferently."

17. His paper showed that he did a fairly good job."

A reporter, May 1 - "Seems slightly weak and inert."

18. He never tries very hard. His general conduct seems very poor."



# CHART FOR RATING INDIVIDUAL BEHAVIOR

392.

Name....**Cleve**.....

Date Rated.....

	Always	Fre- quently	Occa- sionally	Seldom	Never
1. Exaggerates illness		*			
2. Profane & Obscene language				*	
3. Interrupts meetings				*	
4. Restless, hyperactive			*		
5. Careless in work		*			
6. Lazy		*			
7. Unreliable		*			
8. Disobedient		*			
9. Impertinent and defiant			*		
10. Cruel, bullies				*	
11. Quarrelsome				*	
12. Sullen		*			
13. Domineering				*	
14. Shy and bashful		*			
15. Unsocial, withdraws		*			
16. Depressed		*			
17. Resentful			*		
18. Fearful		*			
19. Dreamy			*		
20. Suspicious		*			
21. Easily discouraged		*			
22. Suggestible			*		
23. Cooperates			*		
24. Friendly				*	
25. Interested				*	
26. Courteous		*			
27. Shows leadership					*



# CHART FOR RATING INDIVIDUAL BEHAVIOR

Name..... Always.....  
 Date Rated.....  
 Occas-  
 Fre-  
 Always  
 Often  
 Seldom  
 Never

1. Exaggerated illness					
2. Profane & obscene language					
3. Interrupts meetings					
4. Restless, hyperactive					
5. Careless in work					
6. Lazy					
7. Unreliable					
8. Disobedient					
9. Incontinent and defiant					
10. Cruel, bullies					
11. Quarrelsome					
12. Sullen					
13. Dominating					
14. Shy and bashful					
15. Unsocial, withdrawn					
16. Depressed					
17. Resentful					
18. Vengeful					
19. Drunken					
20. Suspicious					
21. Easily discouraged					
22. Suggestible					
23. Cooperative					
24. Friendly					
25. Interested					
26. Courteous					
27. Shows leadership					



## Summary

A. Statement of the boy's problems. The thing that characterized this boy throughout was his inadequacy. Physically, he is small and poorly developed--underfed too; mentally he is a "dull normal", and socially he comes from a family which is certainly inadequate. As a result of this he is indecisive, finds it difficult to carry out his intentions, and demonstrates enough deception to portend further trouble.

B. Behavior in the group. His fifteen absences give some indication of his indifference to the group. When he did come, his little body seemed to be in cruel comparison with the husky, well-developed bodies of the other boys. We do not have much information to judge by, but what we have is consistent. He never became a part of the group or took any phase of the program seriously.

C. Recommendation. Fundamental to this case is a family problem which comes first in the treatment. Little can be planned until the family has been helped. Further delinquency on the part of this boy would suggest a foster-home would probably be best for his immediate needs.

Summary

A. Statement of the boy's problems. The thing

that characterized this boy throughout was his inadequacy. Physically, he is small and poorly developed--underfed too; mentally he is a "dull normal", and socially he comes from a family which is certainly inadequate. As a result of this he is indecisive, finds it difficult to carry out his intentions, and demonstrates enough hesitancy to postpone further trouble.

B. Behavior in the group. His fifteen years

can give some indication of his indifference to the group. When he did come, his little body seemed to be in good comparison with the husky, well-developed bodies of the other boys. We do not have much information to judge by, but what we have is consistent. He never became a part of the group or took any phase of the program seriously.

C. Recommendation. Fundamental to this case

is a family problem which seems first in the treatment. Little can be planned until the family has been helped. Further delinquency on the part of this boy would suggest a foster-home would probably be best for him in immediate needs.





# THE CASE OF LARRY

Age: 14  
 Delinquent?  
 3-21-35  
 Transferring from school suspended and  
 and staying out late home to Chicago  
 at night

Absent from class: 2 times  
 Medical Examination: Tonsils very large - should have  
 T. and A.

Beethoven Group Test: M.A. 10-0  
 I.Q. 84

## Physical Changes during the period:

Weight	+2.0 lbs.
Height	+ 3 inches
Neck	+ 1.3
Cir. shoulders	+ 1.7
Mus. ch. rest	-1.3
Mus. ch. inflated	
Mus. ch. uninflated	-1.3
Res. ch. rest	- .3
Res. ch. inflated	+ .3
Res. ch. uninflated	+ .2
Small waist	+ .7
Hips	+ .4
Right arm up	+ .3
Right arm down	+ .3
Right forearm	+ .2
Left arm up	+ .2
Left arm down	
Left forearm	+ .3
Right thigh	+ .3
Right calf	+ .3
Left thigh	+ .3
Left calf	+ .3

Specific observations made on the boy as recorded on  
 the Observer's Report Sheet.

A reporter, April 8 - "was overheard saying, 'Mr. V,  
 this is a real treat. Worst thing, though, is that



I'm on probation."

I reports, April 7 - "Doesn't do any more than he has to do in exercises."

A reports, April 13 - "Did not do several of the exercises when he thought he was not being observed."

A reports, April 14 - "Was complaining a great deal. He didn't like the talks. He knew everything they talked about. He wanted something interesting. He didn't think the moving pictures would be any good. He didn't like moving pictures. He didn't listen when some one spoke anyway. 'It's a lot of blah.'"

A reports, April 15 - "Spoke fourteen times during the discussion. He acted bored and crabby during the early part of the discussion."

A reports, April 16 - "Selfish and crabby in the locker room."

A reports, April 21 - "'Ducking' exercises whenever he can."

A reports, April 22 - "Overheard saying, 'I'll be late next time and then go to the Judge and tell him I don't care for the movies.'"

A reports, April 23 - "Was quarrelsome with Badger for no reason at all. Fooled a good deal with partner during the wrestling. Acted very suspicious about a

I'm on probation."

A reporter, April 1 - "Doesn't do any more than he has to do in exercises."

A reporter, April 13 - "Did not do several of the exercises when he thought he was not being observed."

A reporter, April 14 - "Was complaining a great deal. He didn't like the talks. He knew everything they talked about. He wanted something interesting. He didn't think the moving pictures would be any good. He didn't like moving pictures. He didn't listen when some one spoke anyway. It's a lot of blah."

A reporter, April 15 - "Spoke fourteen times during the discussion. He acted bored and sleepy during the early part of the discussion."

A reporter, April 16 - "Selfish and sleepy in the locker room."

A reporter, April 21 - "Nothing, exercises whenever he can."

A reporter, April 22 - "Overheard saying, 'I'll be late next time and then go to the lodge and tell him I don't care for the movies.'"

A reporter, April 23 - "Was dissatisfied with Badger for no reason at all. Took a good deal with partner during the wrestling. Acted very suspicious about a



notebook I was carrying. 'You mark us in there, don't you? I know what it's all about.' This is the first time in either group that a boy has mentioned the notebook I carry."

A reports, April 28 - "Complained about not getting socks. Did say during discussion, 'We appreciate what you have done for us. We will behave.'"

M reports, April 28 - "Instead of listening to speaker, was filling out the intelligence test."

A reports, April 29 - "Worked very hard during the discussion. His paper indicates that he got nearly every sentence in the dictation."

M reports, April 28 - "When Mr. A threatened to dismiss them for inattention, the group temporarily quieted and he explained, 'No, no! Don't dismiss us. We appreciate what you are doing.'"

A reports, April 30 - "Didn't care about wrestling - too rough."

A reports, May 1 - "Was working very hard today. Not asking when the class is to be over, any more. His whining and complaining not apparent or expressed at all today."

A reports, May 4 - "Gym instructors are particularly pleased with the way he has been improving. They

notebook I was carrying. "You want us in there, don't

you? I know what it's all about. This is the

first time in almost four years that a boy has mentioned

the notebook I carry."

A reporter, April 28 - "Commented about not getting

across. Did say during discussion, 'no appreciate

what you have done for us. We will behave."

A reporter, April 28 - "Instead of listening to speaker

was filling out the intelligence card."

A reporter, April 28 - "Worked very hard during the

discussion. His paper indicated that he got nearly

every sentence in the discussion."

A reporter, April 28 - "When Mr. A. threatened to dis-

miss them for discussion, the group temporarily quiet-

ed and he explained, 'No, not don't discuss us. We

appreciate what you are doing."

A reporter, April 30 - "Didn't care about wrestling -

too rough."

A reporter, May 1 - "Was working very hard today. Not

asking when the alarm is to be over, any more. His

whining and complaining not apparent or expressed as

all today."

A reporter, May 4 - "The instructions are particularly

pleased with the way he has been improving. They



like his attitude now and his enthusiasm."

I reports, May 4 - "Well behaved, asserts himself occasionally by talking Italian and swearing. His swearing is invective but not vicious. He has changed from his suspicious attitude of a few weeks ago."

M reports, May 5 - "Is not very adept at the gymnastics, especially the more difficult exercises."

A reports, May 5 - "Took a bad fall. Hurt finger. Not complaining a great deal about his injury."

N reports, May 6 - "I am quite pleased to see with what enthusiasm he participated in the exercises. He seems to love the sports, and in fact, almost overdoes it sometimes."

A reports, May 6 - "Broke his finger in play yesterday. Took care of it at a clinic. Was sensible about the entire matter."

A reports, May 8 - "Cooperated in getting towels for class."

like his attitude now and his enthusiasm,"

I reports, May 4 - "Well behaved, asserts himself occasionally by talking Italian and swearing. His wrestling is ineffective but not vicious. He has changed from his suspicious attitude of a few weeks ago."

II reports, May 5 - "Is not very adept at the gymnastics, especially the more difficult exercises."

A reports, May 5 - "Took a bad fall, hurt finger. Not complaining a great deal about his injury."

II reports, May 6 - "I am quite pleased to see with what enthusiasm he participated in the exercises. He seems to love the reports, and in fact, almost overdoes it sometimes."

A reports, May 6 - "Broke his finger in play yesterday. Took care of it at a clinic. Was sensible about the entire matter."

A reports, May 6 - "Cooperated in getting towels for class."



CHART FOR RATING  
INDIVIDUAL BEHAVIOR

398.

Name.....Lefty.....

Date Rated.....

	Always	Fre- quently	Occa- sionally	Seldom	Never
1. Exaggerates illness				*	
2. Profane & Obscene language			*		
3. Interrupts meetings				*	
4. Restless, hyperactive			*		
5. Careless in work			*		
6. Lazy				*	
7. Unreliable				*	
8. Disobedient				*	
9. Impertinent and defiant			*		
10. Cruel, bullies			*		
11. Quarrelsome			*		
12. Sullen			*		
13. Domineering			*		
14. Shy and bashful			*		
15. Unsocial, withdraws			*		
16. Depressed			*		
17. Resentful			*		
18. Fearful			*		
19. Dreamy			*		
20. Suspicious			*		
21. Easily discouraged			*		
22. Suggestible			*		
23. Cooperates		*			
24. Friendly		*			
25. Interested			*		
26. Courteous		*			
27. Shows leadership				*	



# INDIVIDUAL EVALUATION

Name.....	Job.....	Date Rated.....	Occas- sionally	Always
1. Exaggerated illness				
2. Protests & Objections				
3. Ineffective meetings				
4. Restless, hyperactive				
5. Careless in work				
6. Lazy				
7. Unreliable				
8. Disobedient				
9. Impertinent and defiant				
10. Careful, business				
11. Unreliable				
12. Solitary				
13. Dominating				
14. Shy and bashful				
15. Unsocial, withdrawn				
16. Depressed				
17. Resentful				
18. Fearful				
19. Drifty				
20. Suspicious				
21. Easily discouraged				
22. Suggestible				
23. Cooperative				
24. Friendly				
25. Interested				
26. Courtious				
27. Shows leadership				



Summary

A. Statement of the boy's problems. Vocationally, this boy seems to be struggling in a situation which is unreasonably advanced for him. There is no reason why this boy should be expected to carry on his work at the English High School successfully, if the Dearborn Group Test is at all representative. When school work is unreasonably difficult and brings experiences of defeat and failure only, truancy is not an unfavorable sign.

B. Behavior in the group. Few boys in the group experienced more value and improvement than this boy. The early comments on his behavior were not good; however, about midway through he seemed to find a place in the group. From then on, he became pleasant, cooperative, and clearly happy in the venture. He attended regularly and became an important unit in the group.

C. Recommendation. This boy must make a reasonable vocational adjustment. He must be understood as a boy of "low normal" intelligence who may be able to do certain mechanical and routine matters very well, but certainly will be unhappy and a failure if pushed in academic matters.

A. Statement of the boy's problems. Vocation

ally, this boy seems to be struggling in a situation which is unreasonably advanced for him. There is no reason why this boy should be expected to carry on his work at the English High School unreasonably, if the Bearborn Group Test is at all representative. When school work is unreasonably difficult and brings experiences of defeat and failure only, anxiety is not an unfavorable sign.

B. Behavior in the group. New boys in the

group experienced more value and improvement than this boy. The early comments on his behavior were not good; however, about midway through he seemed to find a place in the group. From then on, he became pleasant, cooperative, and clearly happy in the venture. He attended regularly and became an important unit in the group.

C. Recommendation. This boy must make a rea-

sonable vocational adjustment. He must be understood as a boy of "low normal" intelligence who may be able to do certain mechanical and routine matters very well, but certainly will be unhappy and a failure if pushed in academic matters.



THE CASE OF PATTY

Age: Probably 16

Delinquency:

4-10-31	Larceny of a handbag	Placed on probation
5-31-32	Breaking, entering and larceny of \$10 in cash	Suspended sentence to Lyman and put on probation
5-23-35	Attempted breaking and entering a store	Case taken off file and put on probation

Absent from Class: 1 time

Medical Examination: Several bad teeth

Dearborn Group Test: Could not be given as he can neither read nor write.

Physical Changes during the Period:

Weight	+5.0	lbs.
Height	+ .5	inches
Neck	+ .5	"
Cir. shoulders	+ .3	"
Mus. ch. rest	+ .8	"
Mus. ch. inflated	+ .1	"
Mus. ch. uninflated	+ .4	"
Res. ch. rest	+1.0	"
Res. ch. inflated	+ .5	"
Res. ch. uninflated	+1.0	"
Smallest waist		
Hips	+ .5	"
Right arm up	+ .5	"
Right arm down	+ .5	"
Right forearm	+ .5	"
Left arm up	+ .5	"
Left arm down	+ .5	"
Left forearm	+ .3	"
Right thigh	+ .3	"
Right calf		
Left thigh	+ .3	"
Left calf	+ .2	"





Specific Observations made on the boy as recorded on the Observer's Report Blank:

A reports, April 6 - "Did not know how to spell his name. 'I am in a special class and they don't teach you anything.'"

A reports, April 6 - "Trying hard to exercise."

A reports, April 9 - "Is having trouble with most of the exercises. He continues to try hard."

A reports, April 14 - "Allows his attention to wander. He was swinging from the rings while he should have been participating with his group. He had a silly, laughing expression on his face during the discussion, but did not in any way disturb the group. He seemed to be trying to participate and show approval."

A reports, April 15 - "Did not enter into discussion at all."

A reports, April 16 - "He thinks the movies we had yesterday were crazy. He thinks we consider the boys crazy, and that is why we give them the pictures. This didn't seem coherent. Seems very stupid."

A reports, April 21 - "Silly and foolish."

M reports, April 21 - "Will stop whatever he is doing if he becomes aware anyone is watching him; e.g. when swinging on suspended rings. During the talk by

Specific Observations made on the boy as recorded on  
the Observer's Report Sheet:

A reporter, April 8 - "Did not know how to spell his name. I am in a special class and they don't teach you anything."

A reporter, April 8 - "Trying hard to exercise."  
A reporter, April 8 - "Is having trouble with most of the exercises. He complains to try hard."

A reporter, April 14 - "Allows his attention to wander. He was swinging from the rings while he should have been participating with his group. He had a silly, laughing expression on his face during the dismount, but did not in any way disturb the group. He seemed to be trying to participate and show approval."

A reporter, April 15 - "Did not enter into discussion at all."

A reporter, April 15 - "He thinks the movies we had yesterday were crazy. He thinks we consider the boys crazy, and that is why we give them the pictures. This didn't seem coherent. Seemed very stupid."

A reporter, April 21 - "Silly and foolish."  
A reporter, April 21 - "Will stop whatever he is doing if he becomes aware anyone is watching him; e.g. when swinging on suspended rings. During the talk by



Mr. XI he was very inattentive and giddy. He keeps looking from one side to the other with a broad grin on his face."

A reports, April 23 - "Asked the Director, 'How many more weeks of this?'"

A reports, April 28 - "Is a drag on the group. Does not do the exercises and asks silly questions. Often says, 'You think we are nuts, don't you? That's why you give us those papers.' This is the only boy in the group who interpreted the Roger Test that way."

M reports, April 28 - "At a loss as to what to do in gym unless he is directed by instructor. Unless he can get possession of swinging rings he stands idly by. Seldom makes use of other instruments."

A reports, April 29 - "Can't write so recorded none of the dictation, but was quiet and cooperative."

A reports, April 30 - "Doesn't want to wrestle. Silly and poking boy ahead of him during talk. Nothing vicious about this boy, just exhibits some feeble-minded characteristics."

M reports, May 4 - "He and Calvin cannot seem to keep their attention on instructor. They seem self-conscious and are constantly looking around to see if any one is watching them. They do not get anything

Mr. M. he was very inattentive and fidgety. He keeps looking from one side to the other with a broad grin on his face."

A reporter, April 28 - "Asked the instructor, 'How many more weeks of this?'"

A reporter, April 28 - "Is a drink on the ground. Does not do the exercises and asks silly questions. Often says, 'You think we are nuts, don't you? That's why you give us these papers.' This is the only boy in the group who interpreted the Negro text that way."

A reporter, April 28 - "At a loss as to what to do in case unless he is directed by instructor. Unless he can get possession of swinging things he keeps idly. Golden makes use of other instruments."

A reporter, April 28 - "Don't write as recorded name of the situation, but was quiet and cooperative."

A reporter, April 28 - "Doesn't want to wrestle. Billy and poking boy ahead of him during talk. Nothing violent about this boy. Just exhibits some feeble-minded characteristics."

A reporter, May 4 - "He and Gavin cannot seem to keep their attention on instructor. They seem self-conscious and are constantly looking around to see if any one is watching them. They do not get anything



Name... PERRY...

Date Rated...

Pre-

Good-

Always

Sometimes

Seldom

Never

out of the exercises because they do not put anything into them."

N reports, May 4 - "A very lifeless youth possessed with a seemingly wandering mind. If he is aware he is being watched he will stop in the midst of the exercises and cast a sickly smile in your direction. Seems to be quite self-conscious."

I reports, May 4 - "Attention always wandering. Never loses himself in gym work."

M reports, May 5 - "Was afraid he would be hurt if he participated in gym. He did participate finally, but only after constant urging."

A reports, May 6 - "A real drag on the class. Slows up whole schedule."

I reports, May 6 - "'They think we don't know anything' and addressing me again, he said, 'You are supposed to know everything; you go to college.'"

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Pro

language

Inter

Restless, hyperactive

Careless in work

Easy

Unreliable

Dis

Impertinent and defiant

Or

Quarrelsome

Sullen

Dow

Shy

Un

Depressed

Resentful

Fearful

Dreamy

Suspicious

Easily discouraged

Suggestible

Cooperates

Friendly

Interested

Courteous

Shows leadership

out of the exercises because they do not put anything  
into them."

H. Roberts, May 4 - "A very listless youth possessed  
with a seemingly wandering mind. If he is aware he  
is being watched he will stop in the midst of the ex-  
ercises and cast a sidely smile in your direction.  
Seems to be quite self-conscious."

I. Roberts, May 4 - "Attention always wandering. Never  
loses himself in gym work."

H. Roberts, May 5 - "Was afraid he would be hurt if he  
participated in gym. He did participate finally, but  
only after constant urging."

A. Roberts, May 6 - "A real drag on the class. Shows  
up whole schedule."

I. Roberts, May 6 - "They think we don't know anything  
and addressing me again, he said, 'You are supposed to  
know everything; you go to college.'"



CHART FOR RATING  
INDIVIDUAL BEHAVIOR

404.

Name... Patty .....

Date Rated.....

	Always	Fre- quently	Occa- sionally	Seldom	Never
1. Exaggerates illness				*	
2. Profane & Obscene language			*		
3. Interrupts meetings			*		
4. Restless, hyperactive				*	
5. Careless in work	*				
6. Lazy		*			
7. Unreliable		*			
8. Disobedient			*		
9. Impertinent and defiant			*		
10. Cruel, bullies				*	
11. Quarrelsome				*	
12. Sullen				*	
13. Domineering				*	
14. Shy and bashful			*		
15. Unsocial, withdraws		*			
16. Depressed			*		
17. Resentful			*		
18. Fearful			*		
19. Dreamy		*			
20. Suspicious		*			
21. Easily discouraged		*			
22. Suggestible		*			
23. Cooperates		*			
24. Friendly		*			
25. Interested				*	
26. Courteous		*			
27. Shows leadership					*



# CHART 2 - RATING EMOTIONAL BEHAVIOR

Name..... Date Rated.....  
 Pre- OOD-  
 Always usually seldom never

1. Exaggerated illness				
2. Profane & obscene language				
3. Interrupts meetings				
4. Restless, hyperactive				
5. Careless in work				
6. Lazy				
7. Unreliable				
8. Disobedient				
9. Impertinent and defiant				
10. Cruel, bullies				
11. Quarrelsome				
12. Sulky				
13. Domineering				
14. Spy and sneak				
15. Unsocial, withdraws				
16. Depressed				
17. Resentful				
18. Fearful				
19. Dreamy				
20. Suspicious				
21. Easily discouraged				
22. Suggestible				
23. Cooperative				
24. Friendly				
25. Interested				
26. Courteous				
27. Shows leadership				



## Summary

A. Statement of the boy's problems. This boy has been sent around to clinics during his delinquent history and now thinks all attempts at help are motivated by the understanding that "he is nutty". His inability to learn to read or write, his mannerisms, and his inability to show any type of reasoning prompt the conclusion that he may be mentally as low as a "defective". He is certainly so low that any suggestion or leadership given by friends will be accepted uncritically by him.

B. Behavior in the Group. The boy was definitely a handicap to the group. His inability to carry on with the group slowed up all the processes until the standards and tempo were brought down to a feeble-minded level.

C. Recommendation. This boy needs a good deal of supervision. An institutional experience for a time may be desirable to train him up to the limit of his capacity and make it possible for him to do some serviceable labor. If this is not possible, then the family should be schooled in exerting a new supervision over his friends and associates, with a positive effort at placing him in some simple type of work.

Summary

A. Statement of the boy's problems. This boy had been sent around to children during his delinquent history and now thinks all attempts at help are nullified by the understanding that "he is empty". His inability to learn to read or write, his mannerisms, and his inability to show any type of reasoning prompts the conclusion that he may be mentally as low as a "defective". He is certainly so low that any suggestion of leadership given by friends will be accepted unthinkingly by him.

B. Behavior in the group. The boy was definitely a handicap to the group. His inability to carry on with the group slowed up all the processes until the standards and tempo were brought down to a feeble-minded level.

C. Recommendation. This boy needs a good deal of supervision. An institutional experience for a time may be desirable to train him up to the limits of his capacity and make it possible for him to do some serviceable labor. If this is not possible, then the family should be schooled in exerting a new supervision over his friends and associates, with a positive effort at placing him in some simple type of work.



THE CASE OF CALVIN

Age: 15

Delinquency:

6-2-35 Larceny of two trousers, Placed on  
two socks from Filene's probation  
Store.

Absent from Class: 2 times

Medical Examination: Negative

Dearborn Group Test: M.A. 8-4

I.Q. 59

Physical Changes during the Period:

Weight	+2.0	lbs.
Height	+ .8	inches
Neck	+ .3	"
Cir. shoulders	+ .5	"
Mus. ch. rest	+ .2	"
Mus. ch. inflated	+ .1	"
Mus. ch. uninflated	+ .3	"
Res. ch. rest	+ .7	"
Res. ch. inflated	+ .2	"
Res. ch. uninflated	+ .9	"
Smallest waist	+ .5	"
Hips	+ .3	"
Right arm up	+ .5	"
Right arm down		
Right forearm	+1.3	"
Left arm up	- .1	"
Left arm down		
Left forearm		
Right thigh		
Right calf		
Left thigh		
Left calf		

Specific Observations made on the boy as recorded on the Observer's Report Blank:

A reports, April 9 - "Said he had a cousin who would like to join the class. He wanted to know if he





could bring him next time." ing during exercises.

A reports, April 13 - "Did considerable fooling during the gym period and was very silly during the discussion, even to the point of disturbing."

L reports, April 14 - "A good-hearted lad. Gives indications of having a low I.Q. He had difficulty in catching on to some of the exercises. After his shower the other day, he dried himself, then began to put on his gym pants again, and when asked why, he said that he thought the group was going out to the gym again."

A reports, April 14 - "Did not take his exercise very seriously. Allowed himself to do other things than those specified by the instructor."

A reports, April 15 - "Spoke only once during the discussion."

A reports, April 16 - "Found his socks torn today from wear. He wants a new pair which will be fancy. He was hopelessly poor in his exercise today. Gives a very feminine appearance. Pulled a chair from under a boy before the discussion began."

A reports, April 23 - "Left partner to do something else while wrestling. Doesn't concentrate on anything very long."

could bring his next time." A reporter, April 13 - "Did considerable fooling during the gym period and was very silly during the discussion even to the point of disturbing."

A reporter, April 14 - "A good-hearted lad. Gives indications of having a low I.Q. He had difficulty in catching on to some of the exercises. After his show on the other day, he dried himself, then began to put on his gym pants again, and when asked why, he said that he thought the group was going out to the gym again."

A reporter, April 14 - "Did not take his exercises very seriously. Allowed himself to do other things than those specified by the instructor."

A reporter, April 15 - "Spoke only once during the discussion."

A reporter, April 15 - "Found his socks torn today from wear. He wants a new pair which will be fancy. He was hopelessly poor in his exercises today. Gives a very feminine appearance. Tied a shirt from under a boy before the discussion began."

A reporter, April 15 - "Left printer to do something else while wrestling. Boss's comments on anything very long."



A reports, April 27 - "Loafing during exercises a great deal. Fresh and silly during the discussion. Had to be talked to privately."

I reports, April 28 - "Tires easily. Frequently sits down to rest during exercises."

I reports, April 29 - "Silly, reluctant, and ineffective during the dictation. He got practically nothing out of the dictation. Wanted to go 'to the basement' during the dictation. Made a very bad impression."

A reports, April 30 - "Trying hard to get attention."

A reports, May 1 - "Listless in exercises to the degree that Mr. Q had to talk to him. Mr. Q told him that he had a girl's class once that acted the way he does."

A reports, May 4 - "Was observed working on the chest-weights while all the other boys were preparing for another exercise. Was fighting with Steve. Has an irresponsible, immature way about him."

M reports, May 4 - "Cannot seem to keep attention on instructor. Seems self-conscious, and is constantly looking around to see if anyone is watching. Doesn't get anything out of the exercises because he does not put anything into them."

L reports, May 4 - "Had a fistfight with Steve after

A reporter, April 27 - "Leading during exercises a  
 great deal. Frank and ally during the discussion.  
 Had to be talked to privately."  
 I reporter, April 28 - "Tired really. Frequently also  
 down to rest during exercises."  
 I reporter, April 29 - "Stilly, reluctant, and interest-  
 tive during the discussion. He got practically nothing  
 out of the discussion. Wanted to go to the bathroom  
 during the discussion. Made a very bad impression."  
 A reporter, April 30 - "Trying hard to get attention."  
 A reporter, May 1 - "Listless in exercises to the de-  
 gree that Mr. G had to talk to him. Mr. G told him  
 that he had a girl's class once that acted the way he  
 does."  
 A reporter, May 2 - "Was observed working on the chest-  
 weights while all the other boys were preparing for  
 another exercise. Was fighting with Steve. Has an  
 irresponsible, immature way about him."  
 I reporter, May 4 - "Cannot seem to keep attention on  
 instructor. Seems self-conscious, and is constantly  
 looking around to see if anyone is watching. Does not  
 get anything out of the exercises because he does not  
 put anything into them."  
 I reporter, May 4 - "Had a fistfight with Steve after



Name... Salvin...

Date Filed...

Pre-

Case-

snapping him with towel. Chased him around locker room until I grabbed him by the arm to restrain the two boys."

I reports, May 4 - "Not at all conscientious in following the instructions of Mr. P."

A reports, May 6 - "Childishly fighting for a place in line when exercising."

A reports, May 7 - "Wouldn't use anybody else's soap today. Said he might get sick."

Cruel, bullies

Quarrelsome

Sullen

Domineering

Shy and bashful

Unsocial, withdraws

Depressed

Resentful

Fearful

Dreamy

Suspicious

Easily discouraged

Suggestible

Cooperates

Friendly

Interested

Courteous

Shows leadership

snapping him with towel. I pressed him around neck

room until I grabbed him by the arm to restrain the

two boys.

I reported, May 4 - "Not at all conspicuous in follow-

ing the instructions of Mr. P."

A reported, May 8 - "Childishly fighting for a place in

line when exercising."

A reported, May 7 - "Youngster was nobody else's baby

today. Said he might see else."



# CHART FOR RATING INDIVIDUAL BEHAVIOR

410.

Name....Calvin.....

Date Rated.....

Always      Fre-      Occa-  
quently      sionally      Seldom      Never

1. Exaggerates illness		*			
2. Profane & Obscene language			*		
3. Interrupts meetings			*		
4. Restless, hyperactive		*			
5. Careless in work		*			
6. Lazy		*			
7. Unreliable		*			
8. Disobedient			*		
9. Impertinent and defiant			*		
10. Cruel, bullies			*		
11. Quarrelsome			*		
12. Sullen				*	
13. Domineering			*		
14. Shy and bashful			*		
15. Unsocial, withdraws				*	
16. Depressed			*		
17. Resentful			*		
18. Fearful			*		
19. Dreamy			*		
20. Suspicious				*	
21. Easily discouraged		*			
22. Suggestible		*			
23. Cooperates		*			
24. Friendly		*			
25. Interested			*		
26. Courteous		*			
27. Shows leadership					*







Summary

A. Statement of the boy's problems. The Dearborn Test seems representative. He appeared dull, even "defective" at times. In making up for his deficiencies, he has assumed an air of confidence and competence which makes his deficiencies all the more apparent. He certainly did not make the appearance of one who is viciously or malignantly criminal, but he seemed to react as one who is aware to a certain degree of his inabilities, and who assumed competence without regard to reality.

B. Behavior in the group. His preoccupation with rare details - worry over torn socks, use of other individual's soap, etc. - his failure to find a very important place in the group, and his desire to get attention found constant expression in the group. Individual to individual, the reaction was fair enough, but when he faced the group, he took on all the features which probably characterize his response to society and all groups.

C. Recommendations. Schooling the family to make less exacting demands on him, encouraging the family to supervise carefully his friends and play schedule are about the only recommendations that can

Summary

A. Statement of the boy's problem. The boy-

born test seems representative. He appeared dull, even "defective" at times. In making up for his deficiencies, he has assumed an air of confidence and competence which makes his deficiencies all the more apparent. He certainly did not make the appearance of one who is viciously or maliciously cunning, but he seemed to react as one who is aware to a certain degree of his inability, and who assumed competence without regard to reality.

B. Behavior in the group. His preoccupation

with rare details - worry over torn socks, one of other individual's soap, etc. - his failure to find a very important place in the group, and his desire to get attention found constant expression in the group. Individual so tallied, the reaction was fair enough, but when he faced the group, he took on all the features which probably characterize his response to society and all groups.

C. Recommendations. Schooling the family to

make less exacting demands on him, encouraging the family to supervise carefully his friends and play schedule are about the only recommendations that can



be made for this boy. He is not positive enough to play any large role as a delinquent, unless under the influence of a stronger and more competent individual.

to sheriff and put  
on probation

When accused of stealing by another boy, Walker took out knife and stabbed boy in the right upper arm and in the kidney region.

Absent from Class: 3 times

Medical Examination: Negative

Dearborn Group Test: M.A. 13-6  
T.Q. 86

Physical Changes during the period:

Weight	+5.0	lbs.
Height	+ .35	inches
Neck	+ .3	"
Cir. shoulders	+ .5	"
Mus. sh. rest	+1.0	"
Mus. sh. inflated	+1.2	"
Mus. sh. uninflated	+1.0	"
Rec. sh. rest	+ .5	"
Sec. sh. inflated	+ .6	"
Mus. sh. uninflated	+ .3	"
Smallest waist	+ .5	"
Hips	+1.0	"
Right arm up	+ .7	"
Right arm down	+ .4	"
Right Forearm	+ .4	"
Left arm up	+ .7	"
Left arm down	+ .4	"
Left Forearm	+ .4	"
Right thigh	+ .5	"
Right calf	+ .5	"
Left thigh	+ .5	"
Left calf	+ .5	"

be made for this boy. He is not positive enough to  
play any large role as a delinquent, unless under the  
influence of a stronger and more competent individual.



THE CASE OF RALPH

Age: 16

Delinquency:

3-5-36 Assault and Battery Suspended sentence  
to Shirley and put  
on probation

When accused of stealing by another boy, Ralph  
took out knife and stabbed boy in the right  
upper arm and in the kidney region.

Absent from Class: 0 times

Medical Examination: Negative

Dearborn Group Test: M.A. 13-6  
I.Q. 96

Physical Changes during the period:

Weight	+3.0	lbs.
Height	+ .25	inches
Neck	+ .5	"
Cir. shoulders	+ .5	"
Mus. ch. rest	+1.0	"
Mus. ch. inflated	+1.2	"
Mus. ch. uninflated	+1.0	"
Res. ch. rest	+ .6	"
Res. ch. inflated	+ .6	"
Res. ch. uninflated	+ .3	"
Smallest waist	+ .5	"
Hips	+1.0	"
Right arm up	+ .7	"
Right arm down	+ .4	"
Right forearm	+ .4	"
Left arm up	+ .7	"
Left arm down	+ .4	"
Left forearm	+ .4	"
Right thigh	+ .5	"
Right calf	+ .3	"
Left thigh	+ .5	"
Left calf	+ .2	"

THE CASE OF RALPH

Age: 18  
 Delinquency: 3-5-38  
 Assault and Battery  
 Suspended sentence  
 to thirty and put  
 on probation

When accused of stealing by another boy, Ralph  
 took out knife and stabbed boy in the right  
 upper arm and in the kidney region.

Absent from class: 0 times

Medical Examination: Negative

Dearborn Group Test: M.A. 15-3  
 I.Q. 98

## Physical changes during the period:

Weight	+5.5 lbs.
Height	+ .18 inches
Neck	+ .5
Dist. shoulders	+ .5
Arm. ch. rest	+1.0
Arm. ch. inflated	+1.8
Arm. ch. uninflated	+1.0
Arm. ch. rest	+ .5
Arm. ch. inflated	+ .5
Arm. ch. uninflated	+ .5
Smallest waist	+ .5
Hips	+1.0
Right arm up	+ .7
Right arm down	+ .4
Right forearm	+ .4
Left arm up	+ .7
Left arm down	+ .4
Left forearm	+ .4
Right thigh	+ .5
Right calf	+ .5
Left thigh	+ .5
Left calf	+ .5



Specific Observations made on the boy as recorded on the Observer's Report Blank:

A reports, April 9 - "Very friendly. Smiles most of the time."

A reports, April 15 - "Took Director and some friends through the Burroughs Newsboy's Foundation building. Seemed to be very proud of his club room. Spoke four times during the discussion."

A reports, April 16 - "Says he likes the idea of going to Burroughs Newsboy's Foundation. Think the fact that he was able to show others something up there was very pleasant to him. He seems to want a place to show some leadership."

A reports, April 21 - "Talking during the speech. Had his hat on in a cocky and defiant way."

M reports, April 21 - "During talk of Mr. XI he stretched out on his chair in a slovenly position, with his eyes shut and his hat over his face. He was directly in front of and in full view of Mr. XI."

A reports, April 23 - "Sullen and not very interested lately. Sat with his hat on side of his head during discussion."

A reports, April 27 - "Doesn't seem as outgoing as at first. Appears even surly at times. Said to Mr. L,

414

Acoustic Observations made on the boy as recorded on  
the Observer's Report Blank:

A reporter, April 8 - "Very friendly. Smiles most of  
the time."

A reporter, April 15 - "Took dinner and some friends  
through the Burroughs Newboy's Foundation building.  
Seemed to be very proud of his club room. Smoke four  
times during the discussion."

A reporter, April 16 - "Says he likes the idea of going  
to Burroughs Newboy's Foundation. Thinks the fact  
that he was able to show others something up there was  
very pleasant to him. He seems to want a place to  
show some leadership."

A reporter, April 21 - "Talking during the speech. Had  
his hat on in a cocky and defiant way."

A reporter, April 21 - "During talk of Mr. XI he  
extricated out on his chair in a somewhat position,  
with his eyes shut and his hat over his face. He was  
directly in front of and in full view of Mr. XI."

A reporter, April 23 - "Smiles and got very interested  
later. Sat with his hat on side of his head during  
discussion."

A reporter, April 27 - "Doesn't seem as outgoing as at  
first. Appears even shy at times. Said to Mr. I."



'Hey, close my locker.' Did not respond well when made to say 'please'."

A reports, April 28 - "Continues his surly attitude."

A reports, April 29 - "Worked fairly hard during the dictation. Paper fairly well done."

A reports, May 1 - "In on towel throwing. Slow in doing what he is supposed to do."

A reports, May 4 - "Not participating with any enthusiasm. Comes at the last moment, and does as little as he can."

I reports, May 4 - "Well adjusted to group life. Helped me lock the lockers."

M reports, May 5 - "Refused absolutely to join in the exercises of the gym class. He attempted to be inconspicuous by lingering on the edge of the group."

A reports, May 5 - "Reluctant to get into gym. Ducking exercises."

A reports, May 6 - "Smoking in the lobby listening to the ball game. Came into class ten minutes late, though he had seen other boys going down to the gym."

A reports, May 7 - "Lifeless and disinterested. Was sitting on a step watching while the others were on the mats wrestling."

A reports, May 8 - "Last to get to class. Sulky."

Key, close my locker. Did not respond well when

made to say 'please'.

A reporter, April 28 - "Condemns his early attitude."

A reporter, April 29 - "Worked fairly hard during the

dictation. Paper fairly well done."

A reporter, May 1 - "In on towel throwing. Slow in

doing what he is supposed to do."

A reporter, May 4 - "Not participating with any entire-

ness. Comes at the last moment, and does a little

as he can."

I reporter, May 4 - "Well adjusted to group life.

Helped me lock the lockers."

M reporter, May 5 - "Relaxed absolutely to join in

the exercises of the gym class. He attempted to be

inconspicuous by lingering on the edge of the group."

A reporter, May 5 - "Reluctant to get into gym. Un-

ing exercises."

A reporter, May 6 - "Smoking in the lobby listening to

the ball game. Came into class ten minutes late,

though he had seen other boys going down to the gym."

A reporter, May 7 - "Apathetic and disinterested. Was

sitting on a step watching while the others were on

the mats wrestling."

A reporter, May 8 - "Fast to get to class. 'Giddy'."



CHART FOR RATING  
INDIVIDUAL BEHAVIOR

416.

Name... Ralph .....

Date Rated.....

Always      Fre-      Occa-  
quently      sionally      Seldom      Never

1. Exaggerates illness					*
2. Profane & Obscene language				*	
3. Interrupts meetings			*		
4. Restless, hyperactive				*	
5. Careless in work		*			
6. Lazy		*			
7. Unreliable		*			
8. Disobedient			*		
9. Impertinent and defiant		*			
10. Cruel, bullies				*	
11. Quarrelsome					
12. Sullen		*			
13. Domineering				*	
14. Shy and bashful		*			
15. Unsocial, withdraws		*			
16. Depressed		*			
17. Resentful		*			
18. Fearful			*		
19. Dreamy			*		
20. Suspicious			*		
21. Easily discouraged			*		
22. Suggestible			*		
23. Cooperates			*		
24. Friendly			*		
25. Interested				*	
26. Courteous			*		
27. Shows leadership			*		







## Summary

A. Statement of the boy's problems. We were unable to understand the behavior of this boy. He demonstrated a type of reaction which was precisely in reverse of what we experienced with most of the boys. He was very friendly and cooperative at first, but grew surly and reticent toward the end. It is possible that the attitude which we saw toward the end of the period is the most permanent one, in which case we are dealing with a difficult problem, the exact nature of which has not come to light.

B. Behavior in the group. Ralph took his duties seriously at first, but failed to cooperate at all during the last part of the period. He attended every day of the period, but increasingly failed to assume his obligations in the group. More and more he became an isolated member of the group.

C. Recommendation. There are many constructive things about this boy, and I think he would be willing to talk his experience over with somebody. The above data could be shown him and his reaction to it determined. It would probably be of great value in understanding this boy to talk over his entire experience in the class.

## Summary

### A. Statement of the boy's problems. We were

unable to understand the behavior of this boy. He demonstrated a type of reaction which was precisely in reverse of what we experienced with most of the boys. He was very friendly and cooperative at first, but grew surly and reticent toward the end. It is possible that the attitude which we saw toward the end of the period is the most permanent one, in which case we are dealing with a difficult problem, the exact nature of which has not come to light.

### B. Behavior in the group. Ralph took his dis-

like seriously at first, but failed to cooperate at all during the last part of the period. He attended every day of the period, but increasingly failed to assume his obligations in the group. More and more he became an isolated member of the group.

### C. Recommendation. There are many considera-

tive things about this boy, and I think he would be willing to talk his experiences over with somebody. The above data could be shown him and his reaction to it determined. It would probably be of great value in understanding this boy to talk over his entire experience in the class.



THE CASE OF ALLEN

Age: 14

Delinquency:

11-30-35      Larceny - 4 counts      Suspended sentence  
and put on proba-  
tion

Larceny of four handbags ranging in value from  
\$5.00 to \$30.00.

Absent from Class:    14 times

Medical Examination: Negative

Dearborn Group Test: M.A. 10-4  
I.Q. 74

Physical Changes during the period: Could not be cal-  
culated because of many absences.

Specific Observations made on the boy as recorded on  
the Observer's Report Blank:

A reports, April 6 - "Showing off in several of the  
exercises."

L reports, April 13 - "A decent sort of lad, though  
definitely in a low intelligence class."

A reports, April 14 - "Inquired about his schedule at  
the other clubs he attends. In smiling manner, gives  
the impression of enjoying himself greatly."

A reports, April 15 - "Did not enter into the discus-  
sion at all."

A reports, April 16 - "Rather boisterous today."

THE CASE OF ALLEN

Age: 14  
Delinquency:  
11-30-35 Larceny - 4 counts  
Suspended sentence  
and put on proba-  
tion

Larceny of four handbags ranging in value from  
\$5.00 to \$30.00.

Absent from class: 14 times

Medical Examination: Negative

Dearborn Group Test: M.A. 10-4

I.Q. 74

Physical changes during the period: Could not be cal-  
culated because of many absences.

Specific Observations made on the boy as recorded on  
the Observer's Report Blank:

A report, April 8 - "Showing off in several of the

exercises."

I report, April 13 - "A decent sort of lad, though

definitely in a low intelligence class."

A report, April 14 - "Indicated about his schedule at

the other clubs he attends. In smiling manner, gives

the impression of enjoying himself greatly."

A report, April 15 - "Did not enter into the discus-

sion at all."

A report, April 16 - "Rather listless today."



CHART FOR RATING  
INDIVIDUAL BEHAVIOR

419.

Name... Allen .....

Date Rated.....

	Always	Fre- quently	Occa- sionally	Seldom	Never
1. Exaggerates illness				*	
2. Profane & Obscene language				*	
3. Interrupts meetings				*	
4. Restless, hyperactive				*	
5. Careless in work		*			
6. Lazy			*		
7. Unreliable			*		
8. Disobedient			*		
9. Impertinent and defiant				*	
10. Cruel, bullies				*	
11. Quarrelsome				*	
12. Sullen				*	
13. Domineering				*	
14. Shy and bashful				*	
15. Unsocial, withdraws				*	
16. Depressed				*	
17. Resentful				*	
18. Fearful				*	
19. Dreamy			*		
20. Suspicious				*	
21. Easily discouraged		*			
22. Suggestible		*			
23. Cooperates		*			
24. Friendly		*			
25. Interested		*			
26. Courteous		*			
27. Shows leadership					*







SummaryTHE CASE OF CARL

Jan. 14 No opinion was formed in the case of this boy,  
 Delinquency: for he failed to attend any class at all during the  
 and larceny to larceny  
 last three weeks.

Broke into and entered a store, stealing candies  
 and wine valued at \$20.00

Absent from Class: 5 times - one whole week

Medical Examination: Has slight heart murmur - can  
 take part in exercises, though  
 cautioned to stop when tired

Deafness Group Test: S.A., 11-8  
 I.Q. 105

Physical Changes during the Period:

Weight	+8.9 lbs.
Height	
Neck	+ .4 inches
Cir. shoulders	+ .4 "
Max. ch. rest	+1.8 "
Max. ch. inflated	+1.3 "
Max. ch. uninflated	+ .8 "
Max. ch. rest	+ .8 "
Sec. ch. inflated	+ .8 "
Sec. ch. uninflated	+ .3 "
Smallest waist	+ .3 "
Hips	+1.0 "
Right arm up	+ .4 "
Right arm down	+ .4 "
Right forearm	+ .6 "
Left arm up	+ .6 "
Left arm down	+ .4 "
Left forearm	+ .6 "
Right thigh	+ .8 "
Right calf	
Left thigh	+ .8 "
Left calf	

Summary

No opinion was formed in the case of this boy,  
for he failed to attend any class at all during the  
last three weeks.



THE CASE OF CARL

Age: 14

Delinquency:

6-1-35      Breaking, entering      Suspended sentence  
                 and larceny                   to Lyman

Broke into and entered a store, stealing candies  
and wine valued at \$50.00

Absent from Class: 5 times - one whole week

Medical Examination: Has slight heart murmur - can  
take part in exercises, though  
cautioned to stop when tired

Dearborn Group Test: M.A. 14-8  
I.Q. 105

## Physical Changes during the Period:

Weight	+2.0	lbs.
Height		
Neck	+ .8	inches
Cir. shoulders	+ .4	"
Mus. ch. rest	+1.5	"
Mus. ch. inflated	+1.3	"
Mus. ch. uninflated	+ .8	"
Res. ch. rest	+ .6	"
Res. ch. inflated	+ .9	"
Res. ch. uninflated	+ .2	"
Smallest waist	+ .2	"
Hips	+1.0	"
Right arm up	+ .4	"
Right arm down	+ .4	"
Right forearm	+ .6	"
Left arm up	+ .5	"
Left arm down	+ .4	"
Left forearm	+ .5	"
Right thigh	+ .9	"
Right calf		
Left thigh	+ .9	"
Left calf		

# THE CASE OF CARL

Age: 14  
 Delinquency: 3-1-35  
 Breaching, entering, suspended sentence  
 and larceny to Lyman  
 Broke into and entered a store, stealing candies  
 and wine valued at \$50.00

Absent from class: 3 times - one whole week

Medical Examination: Has slight heart murmur - can  
 take part in exercises, though  
 cautioned to stop when tired

Dearborn Group Test: M.A. 14-8  
 I.Q. 108

## Physical Changes during the Period:

Weight	+2.0 lbs.
Height	
Neck	+ 1/2 inches
Cir. shoulders	+ 1/2
Mus. ch. rest	+1.5
Mus. ch. inflated	+1.5
Mus. ch. uninflated	+ 1/2
Res. ch. rest	+ 1/2
Res. ch. inflated	+ 1/2
Res. ch. uninflated	+ 1/2
Smallest waist	+ 1/2
Hips	+1.0
Right arm up	+ 1/2
Right arm down	+ 1/2
Right forearm	+ 1/2
Left arm up	+ 1/2
Left arm down	+ 1/2
Left forearm	+ 1/2
Right thigh	+ 1/2
Right calf	+ 1/2
Left thigh	+ 1/2
Left calf	+ 1/2



Specific Observations made on the boy as recorded on the Observer's Report Blank:

A reports, April 21 - "Begged out of the exercises today on the grounds of illness. Learned that he had been playing baseball and was still stiff."

A reports, April 27 - "Talked loud in the locker room about his dislike for exercises. Other boys asked him if he was soft. Did much loafing during the exercises. Was fresh and uncooperative during the discussion."

A reports, April 28 - "Wandering around during the gym class. Emphasized a very slight sore on his arm. Said it would keep him out of the exercise tomorrow. When told he was an 'old woman', always talking about his pains and illnesses, became defiant and said he did not have to come to class if he did not want to. Other boys kidded him about all his illnesses.

Was seriously rebellious and defiant in the discussion room. Wanted to block the discussion and argue. His manner and behavior have become seriously bad of late."

I reports, April 28 - "Revealed today a vicious and vengeful element in his personality which had been

Special's observations made on the boy as recorded in  
the observer's report dated:

A reporter, April 21 - "Rogged out of the exercises  
today on the grounds of illness. Learned that he

had been playing baseball and was still ill."  
A reporter, April 22 - "Tried hard in the locker room  
about his dislike for exercises. Other boys asked

him if he was well. Did much fooling during the  
exercises. Was fresh and unresponsive during the  
discussion."  
A reporter, April 23 - "Wandering around during the  
eye class. Explained a very slight sore on his

arm. Said it would keep him out of the exercises for  
now. When told he was an 'old woman', always  
talking about his pains and illnesses, became defiant  
and said he did not have to come to class if he did  
not want to. Other boys teased him about all his  
illnesses.

Was seriously rebellious and defiant in the  
discussion room. Wanted to kick the discussion  
and argue. His manner and behavior have become seri-

ously bad of late."  
I reporter, April 25 - "Revealed today a vicious and  
vengeful element in his personality which had been



concealed before. Stirred up irrevelant remarks and a facetious group attitude by attracting attention to an insignificant technical point in the course of Mr. II's discussion."

M reports, April 28 - "Does not mix with others; keeps to himself at all times."

A reports, April 29 - "Not writing during one part of the dictation. Sent from room and talked to by Dr. B, and permitted to return. Handed in a very poor and totally inadequate paper."

M reports, April 28 - "Quibbled over the meaning of the directions in the Personality Test which was being discussed. He argued to such an extent that the rest of the group became restless."

A reports, April 30 - "Begged off wrestling on account of skinned arm, which certainly was nothing to keep him out of the exercises. Was only boy who complained about the discipline of taking dictation on the previous day. The only boy in the group who did any amount of disturbing during the meeting."

A reports, May 12- "Had a long talk with him today. He explained that he was ill for one whole year on two occasions. Heart still weak and has pains in body frequently. He doesn't like the talks. He knows

concluded before. Started up irrelevant remarks and  
a factional group outside by attracting attention to  
an insignificant technical point in the course of Dr.  
His discussion."  
M reports, April 28 - "Does not mix with others; keeps  
to himself at all times."  
A reports, April 29 - "Not writing during one part of  
the discussion. Sent from room and called to by Dr.  
B, and permitted to return. Handed in a very poor  
and totally inadequate paper."  
M reports, April 28 - "Gibbled over the meaning of  
the directions in the Personality Test which was being  
discussed. He argued to such an extent that the rest  
of the group became restless."  
A reports, April 30 - "Pegged off wrestling on account  
of skinned arm, which certainly was nothing to keep  
him out of the exercises. Was only boy who complained  
about the discipline of taking dictation on the previ-  
ous day. The only boy in the group who did any amount  
of disturbing during the meeting."  
A reports, May 12 - "Had a long talk with him today.  
He explained that he was ill for one whole year or two  
occasional. Heart still weak and has pains in body  
frequently. He doesn't like the talk. He knows



everything they talk about. He has done all the hobbies and reads everything. Seems rebellious at probation. Claims conduct in school has been perfect. Given duty of opening and closing lockers today and seems greatly pleased. Complaining less after these duties."

I reports, May 1 - "Evidenced a remarkable change for the better. Sense of responsibility."

I reports, May 4 - "Tries hard but naturally poor at exercises."

M reports, May 5 - "Complained of a sore wrist and did not want to compete in gymnastics, which were quite difficult."

A reports, May 5 - "Was told to join class and stop playing handball. This he did not do until one of the leaders brought him over to the group. Said he hurt his wrist and wouldn't possibly be able to be around tomorrow."

N reports, May 6 - "He enjoyed the exercises today which was unusual for him. He appears to be a fellow who just can't take it. He complains at the slightest excuse about the most trivial matters. Appears to be a very unstable lad."

A reports, May 6 - "Found arm was all right today."

everything they talk about. He has done all the job-  
like and made everything. Seems rebellious at times  
tion. Claims conduct in school has been perfect.  
Given duty of opening and closing lockers today and  
seems greatly pleased. Complaining less after these  
duties."  
I reported, May 1 - "Witnessed a remarkable change for  
the better. Sense of responsibility."  
I reported, May 4 - "Crisis had but naturally poor at  
exercise."  
I reported, May 5 - "Complained of a sore wrist and did  
not want to compete in gymnastics, which were quite  
difficult."  
A reported, May 5 - "Was told to join class and stop  
playing handball. This he did not do until one of  
the leaders brought him over to the group. Said he  
must his wrist and wouldn't possibly be able to be  
around tomorrow."  
I reported, May 5 - "He enjoyed the exercises today  
which was unusual for him. He appears to be a fellow  
who just can't take it. He complains at the slight-  
est excuse about the most trivial matters. Appears  
to be a very unstable lad."  
A reported, May 6 - "Found him was all right today.



Admitted over-emphasis upon illness. Says he always pleads illness when he doesn't like a thing. This is a remarkable insight into his own behavior. Admitted that he had been called an 'old woman' elsewhere for over-emphasizing his illness.

Took occasion to look up and feign injury after every exercise.

During talk was the only boy in the group to be rude. Talked to leader who sat beside him. Wanted to know the time. Tried every way he could to get his attention."

I reports, May 6 - "Teacher's Pet behavior shown by the way in which he tries to catch Mr. A's eye after performing each exercise in gym, and during the discussion. He seemed much more intent in making a good impression on Mr. A than in getting anything from the talk and did not pay attention when out of the range of Mr. A's eye."

A reports, May 7 - "Walking around gym while others were wrestling."

A reports, May 8 - "Asked Mr. P if there were to be exercises today. When told that there were he said he had a sore foot. Mr. Q put heat on it. Appeared all right during the exercises."

Admitted over-emphasis upon illness. Says he always  
 pleads illness when he doesn't like a thing. This is  
 a remarkable insight into his own behavior. Admitted  
 that he had been called an 'old woman' elsewhere for  
 over-emphasizing his illness.

Took occasion to look up and feign injury after  
 every exercise.

During talk was the only boy in the group to  
 be made. Talked to leader who sat beside him. Went  
 to know the time. Tried every way he could to  
 get his attention.

I reported, May 6 - "Teacher's a lot better than  
 the way in which he tries to catch Mr. A's eye after  
 performing each exercise in gym, and during the discus-  
 sion. He seemed much more intent in making a good im-  
 pression on Mr. A than in getting anything from the  
 talk and did not pay attention when out of the range  
 of Mr. A's eye."

A reported, May 7 - "Waiting around gym while others  
 were wrestling."

A reported, May 8 - "Asked Mr. B if there were to be  
 exercises today. When told that there were he said  
 he had a sore foot. Mr. B put heat on it. Appeared  
 all right during the exercises."



CHART FOR RATING  
INDIVIDUAL BEHAVIOR

426.

Name.....**Carl**.....

Date Rated.....

Always      Fre-      Occa-  
quently      sionally      Seldom      Never

1. Exaggerates illness	*				
2. Profane & Obscene language				*	
3. Interrupts meetings		*			
4. Restless, hyperactive		*			
5. Careless in work		*			
6. Lazy		*			
7. Unreliable		*			
8. Disobedient		*			
9. Impertinent and defiant		*			
10. Cruel, bullies			*		
11. Quarrelsome		*			
12. Sullen		*			
13. Domineering		*			
14. Shy and bashful				*	
15. Unsocial, withdraws		*			
16. Depressed		*			
17. Resentful		*			
18. Fearful		*			
19. Dreamy			*		
20. Suspicious			*		
21. Easily discouraged	*				
22. Suggestible				*	
23. Cooperates			*		
24. Friendly				*	
25. Interested				*	
26. Courteous			*		
27. Shows leadership			*		







Summary

A. Statement of the boy's problems. The extreme way in which this boy tended to exaggerate his illness was certainly unwholesome. The least event would cause him to project some illness as a means of escape. He has a long history of illness and has a very poor interpretation of it. His whole family situation affords a splendid opportunity for developing this device of projecting illness on all occasions when he encounters a difficult situation.

B. Behavior in the group. The group was an excellent place in which to study the particular problem which this boy illustrates. The group and its competition drew out the broadest aspects of his problem. He was always ready to cooperate if he was given special consideration, but when he was permitted only the same amount of recognition as the other boys he immediately brought out a disease or illness to get excused.

C. Recommendation. It may be of value to attempt real psychotherapeutic treatment with this boy. He demonstrated such a poor way of meeting problems and showed such a poor interpretation of his illness that some skilled and intensive work is suggested.

SummaryA. Statement of the boy's problem. The ex-

theme way in which this boy tended to exaggerate his illness was certainly unwholesome. The least event would cause him to project some illness as a means of escape. He has a long history of illness and has a very poor interpretation of it. His whole family situation affords a splendid opportunity for developing this device of projecting illness on all occasions when he encounters a difficult situation.

B. Behavior in the group. The group was an

excellent place in which to study the particular problem which this boy illustrates. The group and the competition drew out the broadest aspects of his problem. He was always ready to cooperate if he was given special consideration, but when he was permitted only the same amount of recognition as the other boys he immediately brought out a disease or illness to get excluded.

C. Recommendation. It may be of value to at-

tempt real psychotherapeutic treatment with this boy. He demonstrated such a poor way of meeting problems and showed such a poor interpretation of his illness that some skilled and intensive work is suggested.



This treatment would have to include the social situation in which this boy lives, for apparently there is much to be corrected here.

Suspended sentence to 1 year and \$5.00 reparation.

Larceny of 12 pairs of shoes valued at \$62.00  
from a truck

Absent from class: 0 times

Medical Examination: Negative

Dearborn Group Test: M.A. 12-12  
I.Q. 81

Physical Changes during the period:

Weight	+3.0	lbs.
Height	+ .3	inches
Neck	+ .2	"
Upr. shoulders	+ .2	"
Max. sh. feet	+2.6	"
Max. sh. inflated	+ .3	"
Max. sh. uninflated	+2.8	"
Min. sh. feet	+2.5	"
Min. sh. inflated	+ .3	"
Min. sh. uninflated	+ .3	"
Smallest waist	+ .3	"
Hips		
Right arm up	+ .5	"
Right arm down	+ .5	"
Right forearm	+ .4	"
Left arm up	+ .3	"
Left arm down	+ .3	"
Left forearm	+ .4	"
Right thigh	+ .2	"
Right calf	+ .3	"
Left thigh	+ .2	"
Left calf	+ .3	"

Specific Observations made on the boy as recorded on the Observer's Report Blank:

A report, April 5 - "Thinks of nothing else but sex





THE CASE OF ALBERT

Age: 15

Delinquency:

7-31-35

Larceny

Suspended sentence to Lyman and \$5.00 reparation

Larceny of 12 pairs of shoes valued at \$60.00  
from a truck

Absent from Class: 0 times

Medical Examination: Negative

Dearborn Group Test: M.A. 12-10

I.Q. 91

Physical Changes during the Period:

Weight	+3.0	lbs.
Height	+ .3	inches
Neck	+ .2	"
Cir. shoulders	+ .6	"
Mus. ch. rest	+2.6	"
Mus. ch. inflated	+ .5	"
Mus. ch. uninflated	+2.5	"
Res. ch. rest	-2.5	"
Res. ch. inflated	+ .3	"
Res. ch. uninflated	+ .6	"
Smallest waist	+ .3	"
Hips		
Right arm up	+ .5	"
Right arm down	+ .5	"
Right forearm	+ .4	"
Left arm up	+ .3	"
Left arm down	+ .3	"
Left forearm	+ .4	"
Right thigh	+ .2	"
Right calf	+ .5	"
Left thigh	+ .2	"
Left calf	+ .8	"

Specific Observations made on the boy as recorded on the Observer's Report Blank:A reports, April 6 - "Thinks of nothing else but car

A reports, April 8 - "Thinks of nothing else but car

the Observer's Report Blank:  
Specific Observations made on the boy as recorded on

Left calf	4	5
Left thigh	4	5
Right calf	4	5
Right thigh	4	5
Left forearm	4	5
Left arm down	4	5
Left arm up	4	5
Right forearm	4	5
Right arm down	4	5
Right arm up	4	5
Hips	4	5
Smallest wrist	4	5
Res. ch. uninflated	4	5
Res. ch. inflated	4	5
Res. ch. rest	4	5
Res. ch. uninflated	4	5
Res. ch. inflated	4	5
Res. ch. rest	4	5
Clav. shoulders	4	5
Neck	4	5
Height	4	5
Weight	4	5

Physical Changes during the Period:

Deepborn Group Test: W.A. 12-10  
 I.Q. 51

Medical Examination: Negative

Absent from Class: 0 times

Larceny of 12 pairs of shoes valued at \$50.00  
 from a trunk

man and \$5.00 reputation  
 Larceny V-31-35  
 Delinquency: Suspended sentence to 12-

THE CASE OF ALBERT



tickets during the class. He asks Director several times if he is sure that he has the car tickets."

A reports, April 13 - "Wanted to know if he would be able to keep on with this exercise after this class was over."

A reports, April 14 - "Told Director he had seen a picture of Mr. I in a paper in the lobby. When the Director expressed his interest in seeing it, Albert went upstairs and got the paper."

A reports, April 15 - "Spoke six times during the discussion."

A reports, April 16 - "Pushing and pestering Lorino during class. However, at end of class wanted to know if the gym class could be extended."

A reports, April 22 - "Entered into the discussion today and made a sincere effort to contribute to the discussion."

A reports, April 27 - "Friendly and cooperating to the best of his ability."

A reports, April 29 - "Worked hard during the dictation. His paper indicates that he recorded nearly every sentence in the talk."

A reports, May 1 - "Appears lively and enthusiastic. Makes quite a play for attention from the older boys."

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 times if he is sure that he has the car tickets."  
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 picture of Mr. I in a paper in the lobby. When the  
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 went upstairs and got the paper."  
 A reporter, April 15 - "Spoke six times during the dis-  
 cussion."  
 A reporter, April 16 - "Fishing and coasting during  
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 day and made a sincere effort to contribute to the  
 discussion."  
 A reporter, April 27 - "Familiarly and cooperating to  
 the best of his ability."  
 A reporter, April 29 - "Worked hard during the discus-  
 sion. His paper indicates that he participated  
 every sentence in the talk."  
 A reporter, May 1 - "Appears lively and enthusiastic.  
 Makes quite a play for attention from the older boys."



A reports, May 4 - "Asked permission to leave early today in order to pick up a suit which was ready for him. This is characteristic of his direct, open manners in the class. Rather than be absent he came and asked permission to leave early. He was told that because of his frank attitude and perfect attendance he would be permitted to leave as he requested."

I reports, May 4 - "Well behaved; looks up to older boys and adults."

A reports, May 5 - "The only one of many boys who was ready to shut off the showers which had been left on. Extremely willing to cooperate, though never attempts to ingratiate himself with leaders."

431

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A reporter, May 5 - "The only one of many boys who was ready to shut off the showers which had been left on. Extremely willing to cooperate, though never attempts to ingratiate himself with leaders."



CHART FOR RATING  
INDIVIDUAL BEHAVIOR

432.

Name....**Albert**.....

Date Rated.....

	Always	Fre- quently	Occa- sionally	Seldom	Never
1. Exaggerates illness					*
2. Profane & Obscene language			*		
3. Interrupts meetings				*	
4. Restless, hyperactive				*	
5. Careless in work				*	
6. Lazy				*	
7. Unreliable				*	
8. Disobedient					*
9. Impertinent and defiant					*
10. Cruel, bullies				*	
11. Quarrelsome				*	
12. Sullen				*	
13. Domineering				*	
14. Shy and bashful				*	
15. Unsocial, withdraws				*	
16. Depressed				*	
17. Resentful					*
18. Fearful				*	
19. Dreamy				*	
20. Suspicious				*	
21. Easily discouraged				*	
22. Suggestible		*			
23. Cooperates	*				
24. Friendly	*				
25. Interested	*				
26. Courteous	*				
27. Shows leadership				*	







## Summary

A. Statement of the boy's problems. This boy's intense interest in getting the approval of the older boys seems to be fundamental in this problem. He will attempt all types of devices to gain the attention and friendship of the older boys. In his physical examination he stated his age as one year older than it really was. He seems to want to feel himself older, to feel that he is on a par with an older group. Naturally, such an attitude predisposes a boy to "play up" to older boys, and delinquency can be expected on this basis.

B. Behavior in the group. No boy in the group tried harder to do the right thing than this boy. His attendance was perfect; his cooperation was splendid. He even made himself helpful. The only times he showed any disposition toward laxity was when he began "playing up" to the older boys.

C. Recommendation. From what we saw it appears that this boy needs strong leadership most of all. Some older club leader whom he could admire and follow would probably do as much to keep this boy out of trouble as anything. He is open to influence, and a strong leader might make him into a good citizen.

Summary

A. Statement of the boy's problem. This boy's intense interest in getting the approval of the older boys seems to be fundamental in this problem. He will attempt all types of devices to gain the attention and friendship of the older boys. In his physical examination he stated his age as one year older than it really was. He seems to want to feel himself older, to feel that he is on a par with an older group. Naturally, such an attitude predisposes a boy to "play up" to older boys, and delinquency can be expected on this basis.

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THE CASE OF MERTON

Age: 16

Delinquency:

7- 5-27	Larceny of pennies and gum from vending machine	Case continued
4- 8-35	Breaking and entering store and larceny of cash register	Suspended sentence to Shirley and placed on probation
10-31-35	Truancy from Continuation School	Case continued

Absent from Class: - 2 times

Medical Examination: Negative

Dearborn Group Test: M.A. 12-6  
I.Q. 89

Physical Changes during the Period:

Weight	+1.5	lbs.
Height	+ .2	inches
Neck		
Cir. Shoulders	+ .5	"
Mus. ch. rest	+ .3	"
Mus. ch. inflated	+ .5	"
Mus. ch. uninflated	+ .3	"
Res. ch. rest	+ .5	"
Res. ch. inflated	+ .2	"
Res. ch. uninflated	+2.2	"
Smallest waist		
Hips	+ .8	"
Right arm up	+ .2	"
Right arm down	+ .3	"
Right forearm	+ .1	"
Left arm up	+ .2	"
Left arm down	+ .1	"
Left forearm	+ .1	"
Right thigh	+ .5	"
Right calf	+ .3	"
Left thigh	+ .5	"
Left calf	+ .3	"

THE CASE OF NEWTON

Age: 16  
Delinquency:  
Nov-3-27 Latency of peniles and  
gun from vending ma-  
chine  
4-9-35 Breking and entering  
store and latency of  
cash register  
10-31-35 Tyranny from Continua-  
tion School  
Case continued  
Suspended from  
school to 1935  
and placed on  
probation  
Case continued

Absent from Class: 3 times

Medical Examination: Negative

Desmoro Group Test: N.A. 12-3  
I.D. 82

Physical Changes during the period:

Weight	+1.2 lbs.
Height	+ 2. inches
Neck	"
Cir. Shoulders	+ .8
Neck, ch. rest	+ .3
Neck, ch. inflated	+ .3
Neck, ch. uninflated	+ .3
Neck, ch. rest	+ .3
Neck, ch. inflated	+ .3
Neck, ch. uninflated	+ 2.2
Smallest waist	"
Hips	+ .8
Right arm up	+ .3
Right arm down	+ .3
Right forearm	+ .1
Left arm up	+ .3
Left arm down	+ .1
Left forearm	+ .1
Right thigh	+ .3
Right calf	+ .3
Left thigh	+ .3
Left calf	+ .3



Specific Observations made on the boy as recorded on the Observer's Report Blank:

A reports, April 6 - "Did not participate in all of the exercises. Several times he attempted to draw the attention of his neighbor to something else."

L reports, April 7 - "Appears a bit resentful about things, though looks like a potentially fine lad."

A reports, April 8 - "Was fooling around during some of the exercises."

A reports, April 9 - "'Ducking' exercises occasionally."

A reports, April 13 - "Has very stylish and ladylike shoes. They are slightly small for him. His feet show the effects of a long period of poorly fitted shoes."

L reports, April 13 - "Still seems entirely unconvinced of the goodness of the experiment. Is lazy in gym work and unresponsive to the talks."

A reports, April 14 - "Was very friendly and gentlemanly in the locker room today. He talked earnestly with the Director about the class and its significance. During the first part of the discussion he was somewhat silly, but gave good attention and cooperation toward the last."

A reports, April 15 - "Spoke only once during the en-

Specific Observations made on this boy as recorded on the Observer's Report Blank:

A report, April 6 - "Did not participate in all of the exercises. Several times he attempted to draw the attention of his neighbor to something else."

A report, April 7 - "Appears a bit restless about things, though looks like a potentially fine lad."

A report, April 8 - "Was feeling around during some of the exercises."

A report, April 9 - "During exercises occasionally."

A report, April 12 - "Has very stylish and ladylike shoes. They are slightly small for him. His feet show the effects of a long period of poorly fitted shoes."

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A report, April 15 - "Spoke only once during the en-



tire discussion. He did appear attentive, however."

A reports, April 16 - "Rather listless in his participation. Just going through the motions."

A reports, April 23 - "Lazy and disinterested in the wrestling. Very inert during the talk."

A reports, April 27 - "Claimed he did not feel well and wanted to get out of the exercises. Once in the exercises he did much looking around, acted self-conscious, though did take part."

A reports, April 28 - "Lazy and indifferent in exercises. Omitted a number of them. Held door on other boys in shower room. Sent from the room in the discussion period for talking and 'cutting up'."

M reports, April 28 - "Was ejected from room for annoying the speaker with his loud talk."

A reports, April 29 - "Took his dictation indifferently. Many times he failed to follow instructions. His paper shows an incomplete and half-hearted job."

I reports, April 17 - "After leaving the building on the corner of Tamworth St. and Tremont St., Larry, Merton, Pal, and Jeff were arguing loudly about their tickets, for which they were still gambling. Mr. J's remonstrations seemed to check them somewhat."

A reports, April 30 - "Came to class but wouldn't go

the discussion. He did report attentive however.

A reporter, April 18 - "Rather illless in his period-  
 nation. Just going through the motions."

A reporter, April 22 - "Lary and disinterested in the  
 wrestling. Very inert during the talk."

A reporter, April 27 - "Claimed he did not feel well  
 and wanted to get out of the exercises. One in the  
 exercises he did keep looking around, acted self-con-  
 scious, though did take part."

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 ing the speaker with his loud talk."

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 ly. Many times he failed to follow instructions.  
 His paper shows an incomplete and half-hearted job."

A reporter, April 17 - "After leaving the building on  
 the corner of Tremont St. and Tremont St., Larry,  
 Norton, Tal, and left were arguing loudly about their  
 tickets, for which they were still gambling. Mr. J's  
 remonstrance seemed to check them somewhat."

A reporter, April 30 - "Came to class but wouldn't go



in. Said it was too hot; gave no excuse of illness."

A reports, May 1 - "Bothersome in the shower room. Explained his illness of the previous day on the basis of a stomach ache. Required to get an excuse from probation officer for this."

A reports, May 4 - "Observed looking around during exercises and laughing. Stopped running when he got tired, though he was the only one to resort to this procedure. Did considerable disturbing, throwing of soap in the shower room."

A reports, May 6 - "Failed to meet his appointment for Dearborn Test. Had said the day before, 'Maybe I'll come.' When told that a guess was not enough he said, 'Oh, I suppose I'll be there.' Several of the boys in the group mentioned that you can never rely on him."

A reports, May 7 - "Had to be ordered to wrestle before he would participate. While the group was on the mat practicing certain holds in unison he was sitting on a step watching. No life, no energy, no interest."

A reports, May 8 - "When told to come on Monday to take Dearborn Test, answered, 'I won't come.' When told that he was in a bad spot and in no position to speak in those terms he said, 'Well, maybe.' Finally

in. Said it was too hot; gave no excuse of illness."

A reporter, May 1 - "Hobbs was in the shower room. He  
planned his illness of the previous day on the basis  
of a stomach ache. Refused to get an excuse from  
protection officer for this."

A reporter, May 4 - "Observed looking around during ex-  
ercises and laughing. Stopped running when he got  
tired, though he was the only one to resort to this  
procedure. Did considerable stretching, throwing of  
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A reporter, May 6 - "Failed to meet his appointment  
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told that he was in a bad spot and in no position to  
speak in those terms he said, 'Well, maybe.' Finally



Name.....Horton.....

Date Rated.....

Pre-

Good-

agreed to appear on Monday."

A reports, May 11 - "Appeared on time for Dearborn

Test. Afterwards went down to the gym and said 'Hel-

lo' to Mr. P and Mr. Q. Introduced his friend to Mr.

Q. Seemed very intent upon being cordial and agree-  
able."

Lazy

Unreliable

Disobedient

Impertinent and defiant

Cruel, bullies

Quarrelsome

Sullen

Domineering

Shy and bashful

Unsocial, withdraws

Depressed

Resentful

Fearful

Dreary

Suspicious

Easily discouraged

Suggestible

Cooperates

Friendly

Interested

Courteous

Shows leadership

agreed to appear on Monday."

A reporter, May 11 - "Appeared on time for Bearport

Test. Afterward went down to the gym and said 'Hello' to Mr. P and Mr. Q. Introduced his friend to Mr. Q. Seemed very intent upon being cordial and agree-

able."



CHART FOR RATING  
INDIVIDUAL BEHAVIOR

439.

Name.....**Morton**.....

Date Rated.....

Always      Fre-      Occa-  
quently      sionally      Seldom      Never

1. Exaggerates illness			*		
2. Profane & Obscene language		*			
3. Interrupts meetings		*			
4. Restless, hyperactive			*		
5. Careless in work	*				
6. Lazy	*				
7. Unreliable	*				
8. Disobedient		*			
9. Impertinent and defiant		*			
10. Cruel, bullies			*		
11. Quarrelsome			*		
12. Sullen		*			
13. Domineering			*		
14. Shy and bashful			*		
15. Unsocial, withdraws		*			
16. Depressed			*		
17. Resentful		*			
18. Fearful		*			
19. Dreamy		*			
20. Suspicious			*		
21. Easily discouraged	*				
22. Suggestible			*		
23. Cooperates				*	
24. Friendly			*		
25. Interested				*	
26. Courteous			*		
27. Shows leadership					*







Summary of his more insight into his own behavior.

A. Statement of the boy's problems. We have the picture of a lazy, lifeless, indecisive, careless sort of individual. There seems to be nothing positively vicious about the boy; he is just flabby all the way through - mentally, physically, and morally. He seems to have no positive interests, and nothing seems to motivate him.

B. Behavior in the group. This boy failed completely to take any group responsibility seriously. His indifference was always a source of wonder on the part of the observers. Those who had followed him for some time did say that he showed more life and interest in this class than in anything he had undertaken to date. Many observed that he looked better, and it did appear that a slight rapport was beginning to develop toward the end of the period.

C. Recommendation. A thorough physical examination should be given this boy. This should include a metabolism test and a thorough check-up. If this is found negative, we would suggest that he be asked to return to the class for another period. The Director would have regular interviews with the boy, making a direct attempt to get the boy's cooperation

Summary  
A. Statement of the boy's problems. We have the picture of a lazy, listless, indifferent, careless sort of individual. There seems to be nothing positively vicious about the boy; he is just flabby all the way through - mentally, physically, and morally. He seems to have no positive interests, and nothing seems to motivate him.

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and giving him more insight into his own behavior.

Age: 18

Birth: 1900

8-22-38 Obstructing a part of a public street for the sale of vegetables. Fined \$25.00 which was suspended

8-26-38 Attempted larceny. At- tempted to pass a counterfeit \$5.00 bill to someone for another boy. Suspended sentence to Shirley and placed on probation

Absent From Class: 0 times

Medical Examination: Negative

Dearborn Group Test: S.A. 12-2  
I.Q. 87

Physical Changes during the Period:

Weight		
Height	+ .3 inches	
Neck	+ .2 "	
Cir. shoulders	+ .0 "	
Wrist, ch. rest		
Wrist, ch. inflated		
Wrist, ch. uninflated		
Wrist, ch. rest		
Wrist, ch. inflated		
Wrist, ch. uninflated	+ .2 "	
Smallest wrist	+ .3 "	
Hips		
Right arm up	+ .4 "	
Right arm down	+ .5 "	
Right forearm	+ .3 "	
Left arm up	+ .7 "	
Left arm down	+ .3 "	
Left forearm	+ .5 "	
Right thigh		
Right calf	+ .3 "	
Left thigh		
Left calf	+ .3 "	

and giving him more insight into his own behavior.

The following is a summary of the results of the study. The first part of the study was a pilot study which was conducted in order to determine the feasibility of the study. The results of the pilot study were that the study was feasible and that the subjects were able to complete the study. The second part of the study was a main study which was conducted in order to determine the effects of the intervention on the subjects. The results of the main study were that the intervention had a significant effect on the subjects. The subjects who received the intervention showed a significant improvement in their behavior compared to the control group. The subjects who received the intervention also showed a significant improvement in their self-esteem compared to the control group. The subjects who received the intervention also showed a significant improvement in their social skills compared to the control group. The subjects who received the intervention also showed a significant improvement in their academic performance compared to the control group. The subjects who received the intervention also showed a significant improvement in their overall well-being compared to the control group. The results of the study suggest that the intervention is effective in improving the behavior, self-esteem, social skills, academic performance, and overall well-being of the subjects. The study also suggests that the intervention is feasible and that the subjects are able to complete the study.



THE CASE OF PAL

Age: 16

Delinquency:

8-29-35 Occupying a part of a public street for the sale of vegetables Fined \$2.00 which was suspended

2-26-36 Attempted larceny. Attempted to pass a counterfeit \$5.00 bill to someone for another boy Suspended sentence to Shirley and placed on probation

Absent from Class: 0 times

Medical Examination: Negative

Dearborn Group Test: M.A. 12-2  
I.Q. 87

Physical Changes during the Period:

Weight		
Height	+ .3 inches	
Neck	+ .2 "	
Cir. shoulders	- .9 "	
Mus. ch. rest		
Mus. ch. inflated		
Mus. ch. uninflated		
Res. ch. rest		
Res. ch. inflated		
Res. ch. uninflated	- .2 "	
Smallest waist	- .8 "	
Hips		
Right arm up	+ .4 "	
Right arm down	+ .8 "	
Right forearm	+ .3 "	
Left arm up	+ .7 "	
Left arm down	+ .5 "	
Left forearm	+ .5 "	
Right thigh		
Right calf	+ .5 "	
Left thigh		
Left calf	+ .5 "	





Specific Observations made on the boy as recorded on the Observer's Report Blank:

L reports, April 7 - "Strikes me as being quite conceited and a little too meticulous about his clothes. He spent twenty minutes dressing, all of it done directly before a mirror to which he gave more than a little attention."

A reports, April 8 - "Was yelling something in Italian which was evidently smutty, for some of the boys laughed loud and long, while others looked shocked."

A reports, April 13 - "Made several worthwhile contributions to the discussion. He was very carefully groomed today. He takes a great deal of time in dressing and combing his hair."

L reports, April 13 - "A well-built, good-looking, intelligent lad, he displays a good deal of conceit in all he does. Is fastidious in his dress, and after his daily shower, he enjoys admiring himself before the mirror all the time he is dressing."

A reports, April 15 - "Spoke four times during the discussion. He was disturbing by whispering during part of the discussion."

I reports, April 17 - "After leaving the building on the corner of Tamworth St. and Tremont St., Larry,

Specific Observations made on the boy as recorded on  
the Observer's Report Blank:

I reported, April 7 - "Strikes me as being quite com-  
posed and a little too meticulous about his clothes.  
He spent twenty minutes dressing, all of it done dir-  
ectly before a mirror to which he gave more than a  
little attention."  
A reporter, April 8 - "Was telling something in Italian  
which was evidently meant, for some of the boys  
laughed loud and long, while others looked shocked."  
A reporter, April 13 - "Made several hostile contri-  
butions to the discussion. He was very carefully  
groomed today. He takes a good deal of time in dress-  
ing and combing his hair."  
I reported, April 13 - "A well-built, good-looking, in-  
telligent lad, he displays a good deal of comeliness in  
all he does. He is fastidious in his dress, and after  
his daily shower, he enjoys adjusting himself before  
the mirror all the time he is dressing."  
A reporter, April 13 - "Spoke four times during the  
discussion. He was disturbed by whispering during  
part of the discussion."  
I reported, April 17 - "After leaving the building on  
the corner of Tenth Street and Tremont St., Larry,



Merton, Pal, and Jeff were arguing loudly about their tickets for which they were gambling. Mr. J's remonstrations seemed to check them somewhat."

A reports, April 21 - "Tried to get out of the exercises on the basis of a sore head. Went to the locker room immediately when told to continue with the group."

A reports, April 27 - "Asked me today if I could get him a job. He would take anything even if it were for only a few hours a day. This is constructive interest and should be followed up."

A reports, April 29 - "Worked very hard and cooperated very well during the dictation today. He handed in a carefully done and completed paper."

A reports, April 30 - "Seems a little tender and overconcerned about himself. Spends considerable time before the mirror."

A reports, May 1 - "Has a funny, laughing way about him. He really doesn't seem silly, but just does a lot of random smiling and laughing. Wonder if this is a device he has used to ingratiate himself with others, or an attempt to be overly pleasant."

A reports, May 5 - "Seems to be much preoccupied with his own person. Cooperated well in class."

Morton, Pal, and Jeff were arguing loudly about their tickets for which they were gambling. Mr. J's remarks seemed to check them somewhat.

A reporter, April 21 - "Tried to get out of the examination on the basis of a sore head. Went to the locker room immediately when told to continue with the group."

A reporter, April 27 - "Asked me today if I could get him a job. He would take anything even if it were for only a few hours a day. This is constructive interest and should be followed up."

A reporter, April 29 - "Worked very hard and cooperated very well during the dictation today. He handed in a carefully done and completed paper."

A reporter, April 30 - "Seems a little tender and over-concerned about himself. Spends considerable time before the mirror."

A reporter, May 1 - "Has a funny, laughing way about him. He really doesn't seem silly, but just does a lot of random smiling and laughing. Morton is this is a device he has used to ingratiate himself with others, or an attempt to be overly pleasant."

A reporter, May 2 - "Seems to be much preoccupied with his own person. Cooperated well in class."



CHART FOR RATING  
INDIVIDUAL BEHAVIOR

445.

Name.....Pal.....

Date Rated.....

	Always	Fre- quently	Occa- sionally	Seldom	Never
1. Exaggerates illness				*	
2. Profane & Obscene language			*		
3. Interrupts meetings			*		
4. Restless, hyperactive				*	
5. Careless in work				*	
6. Lazy				*	
7. Unreliable				*	
8. Disobedient				*	
9. Impertinent and defiant				*	
10. Cruel, bullies				*	
11. Quarrelsome				*	
12. Sullen				*	
13. Domineering				*	
14. Shy and bashful				*	
15. Unsocial, withdraws				*	
16. Depressed				*	
17. Resentful				*	
18. Fearful				*	
19. Dreamy				*	
20. Suspicious				*	
21. Easily discouraged				*	
22. Suggestible		*			
23. Cooperates		*			
24. Friendly	*				
25. Interested		*			
26. Courteous	*				
27. Shows leadership				*	



# IMMEDIATE BEHAVIOR

Name.....					Date Rated.....				



## Summary

A. Statement of the boy's problems. This boy gave every indication of being a steady, cooperative, and agreeable boy. He has a very intense interest in having a job and making a living. He is overly concerned with his dress and his own person, but the manner in which he demonstrated this seemed to indicate that this was quite a constructive interest, though probably accentuated during his particular period of adolescence.

B. Behavior in the group. In every way he showed himself capable of assuming group responsibility. He was a most pleasant and seemingly genuine member of the group.

C. Recommendation. More than anything else this boy needs a job. His ambition to hold down a job is a fundamental interest in the development of this boy, and to let this interest go unsatisfied for long may be a real factor in tearing down the many constructive characteristics which he now possesses.

Summary

A. Statement of the boy's problems. This boy gave every indication of being a steady, cooperative, and agreeable boy. He has a very intense interest in having a job and making a living. He is overly concerned with his dress and his own person, but the manner in which he demonstrated this seemed to indicate that this was quite a constructive interest, though probably accentuated during his particular period of adolescence.

B. Behavior in the group. In every way he showed himself capable of assuming group responsibility. He was a real pleasure and seemingly genuine member of the group.

C. Recommendation. More than anything else this boy needs a job. His ambition to hold down a job is a fundamental interest in the development of this boy, and to let this interest go unutilized for long may be a real factor in tearing down the many constructive characteristics which he now possesses.



THE CASE OF HARPER

Age: 17

Delinquency:

10-15-34 Truancy

9-22-35 Breaking, enter-  
ing and larceny

Placed on probation

Suspended sentence

to Shirley and placed  
on probation

With several other boys broke through glass of  
rear door of a store and stole tables, radios,  
and smoking stands valued at \$53.00

Absent from Class: 4 times

Medical Examination: Negative

Dearborn Group Test: M.A. 15

I.Q. 107

Physical Changes during the Period: Not recorded be-  
cause of absence at times when  
measurements were taken.

Specific Observations made on the boy as recorded on  
the Observer's Report Blank:

A reports, April 6 - "Started to complain immediately  
about the gym. Wanted to play basketball. Didn't  
know whether he cared about the other stuff. Made a  
comment about the discussion room resembling a kinder-  
garten."

A reports, April 6 - "He was silly about the number of  
weights on neighbors' ropes. Was overheard saying,  
'I won't come on wet days unless I get car tickets.'"

A reports, April 13 - "Very slow in getting started to-  
day. He did contribute to the discussion. Consider-

THE CASE OF HARRY

Age: 17  
Delinquency:  
10-15-35 - Juvenile  
9-23-35 - Juvenile, later-  
ing and later on placed  
on probation  
Placed on probation  
Suspended sentence  
to Shirley and placed  
on probation

With several other boys broke through glass of  
rear door of a store and stole radios,  
and smoking stands valued at \$25.00

Absent from class: 4 times  
Medical Examination: Negative  
Doriot Group Test: M.A. 15  
I.Q. 107

Physical changes during the period: Not reported be-  
cause of absence at times when  
measurements were taken.

Specific Observations made on the boy as recorded on  
the Observer's Report Blank:

A reporter, April 8 - "Noted to complain immediately  
about the gym. Wanted to play basketball. Didn't  
know whether he cared about the other stuff. Made a  
comment about the discussion room resembling a kinder-  
garten."  
A reporter, April 9 - "He was silly about the number of  
weights on neighbors' ropes. Was overheard saying,  
'I won't come on wet days unless I get car tickets.'  
A reporter, April 12 - "Very slow in getting started to-  
day. He did contribute to the discussion. Consider-



able dirty talk in the locker room today."

A reports, April 15 - "Spoke fourteen times during the discussion."

A reports, April 16 - "Talked confidentially in the locker room today. He told about his brother who was given a try-out with the Giants, about his father who runs a bakery, and about his work in helping his father. He evidently works regularly with his father. He seems proud of his ability to help with the family trade."

M reports, April 21 - "During exercises was manifestly not trying; his attitude seemed to indicate that such things were too easy for him."

I reports, April 23 - "Strong sense of pride. He rationalizes a natural laziness by making the most of a weak excuse not to do the gym work. He is stimulated by an audience and does best on the gym floor."

A reports, April 28 - "Tried to beg out of exercises today on account of a bad knee. On examination the knee was found to be all right. Did not seem handicapped in exercises."

A reports, April 29 - "Worked very carelessly on the dictation. Had a hard time keeping quiet. His paper shows that he did his work poorly and indifferently."

able fifty talk in the locker room today."

A reporter, April 18 - "Spoke fourteen times during the discussion."

A reporter, April 18 - "Talked confidentially in the locker room today. He told about his brother who was given a try-out with the Giants, about his father who runs a bakery, and about his work in helping his father. He evidently works regularly with his father. He seems proud of his ability to help with the family trade."

A reporter, April 21 - "During exercises was manifestly not trying; his attitude seemed to indicate that such things were too easy for him."

I reporter, April 22 - "Strong sense of pride. He rationalizes a natural laziness by making the most of a weak excuse not to do the gym work. He is stimulated by an audience and does best on the gym floor."

A reporter, April 22 - "Tried to get out of exercises today on account of a bad knee. On examination the knee was found to be all right. Did not seem particularly in exercises."

A reporter, April 22 - "Worked very carefully on the discussion. Had a hard time keeping quiet. His paper shows that he did his work poorly and indifferently."



CHART FOR RATING  
INDIVIDUAL BEHAVIOR

449.

Name.....Harper.....

Date Rated.....

	Always	Fre- quently	Occa- sionally	Seldom	Never
1. Exaggerates illness			*		
2. Profane & Obscene language			*		
3. Interrupts meetings			*		
4. Restless, hyperactive			*		
5. Careless in work			*		
6. Lazy		*			
7. Unreliable			*		
8. Disobedient			*		
9. Impertinent and defiant			*		
10. Cruel, bullies			*		
11. Quarrelsome			*		
12. Sullen			*		
13. Domineering			*		
14. Shy and bashful				*	
15. Unsociable, withdraws				*	
16. Depressed				*	
17. Resentful				*	
18. Fearful				*	
19. Dreamy				*	
20. Suspicious			*		
21. Easily discouraged		*			
22. Suggestible		*			
23. Cooperates			*		
24. Friendly			*		
25. Interested				*	
26. Courteous		*			
27. Shows leadership			*		



# INDIVIDUAL BEHAVIOR

Name..... Date Filled.....

Obs-  
Tps-  
Always  
Often  
Seldom  
Never

1. Exaggerated illness					
2. Profane & obscene language					
3. Interrupts meetings					
4. Restless, hyperactive					
5. Careless in work					
6. Lazy					
7. Unreliable					
8. Disobedient					
9. Impertinent and defiant					
10. Cruel, bullies					
11. Quarrelsome					
12. Sulky					
13. Dominating					
14. Shy and bashful					
15. Unsocial, withdraws					
16. Depressed					
17. Resentful					
18. Fearful					
19. Dreamy					
20. Suspicious					
21. Easily discouraged					
22. Suggestible					
23. Cooperative					
24. Friendly					
25. Interested					
26. Courteous					
27. Shows leadership					



Summary

A. Statement of the boy's problems. Once this boy had become acquainted with the conditions of the class, he showed little tension and anti-social behavior. He seems to be a pretty normal boy, though poorly motivated and careless in his work. He is very proud of his ability to help in his father's bakery and seems to hold this out as the one strong interest in his present development.

B. Behavior in the group. This boy's sense of pride seemed to be hurt by his placement in a group with so many boys who were young. This was taken as one reason why his behavior in the group was as it was. A fair opinion seems to be that the unfavorable reports made on his group behavior should be modified in the light of this. A total impression of the boy gave one the idea that this particular group was not a fair place in which to test the boy, and that his problem is not as severe as the specific observations on the boy would suggest.

C. Recommendation. It would probably be advisable to continue probation on this boy for a while, particularly aiding him in his vocational adjustment. The boy is capable and his ability should be well placed.

# 1. Statement of the boy's problem. Once this

boy had become acquainted with the conditions of the class, he showed little tension and anti-social behavior. He seems to be a pretty normal boy, though poorly motivated and careless in his work. He is very proud of his ability to help in his father's bakery and seems to hold this out as the one strong interest in his present development.

## 2. Behavior in the group. This boy's sense of

pride seemed to be hurt by his placement in a group with so many boys who were younger. This was taken as one reason why his behavior in the group was as it was. A fair opinion seems to be that the unfavorable reports made on his group behavior should be modified in the light of this. A total impression of the boy gave one the idea that this particular group was not a fair place in which to test the boy, and that his problem is not as severe as the specific observations on the boy would suggest.

## 3. Recommendation. It would probably be ad-

visable to continue probation on this boy for a while, particularly aiding him in his vocational adjustment. The boy is capable and his ability should be well placed.



THE CASE OF LARRY

Age: 16

Delinquency:

2-26-36 Attempted larceny in connection with the passing of a counterfeit \$5.00 bill  
Suspended sentence to Shirley, put on probation

Absent from Class: 0 times

Medical Examination: 1 bad tooth

Dearborn Group Test: M.A. 14-2

I.Q. 102

Physical Changes during the Period:

Weight	+3.0	lbs.
Height	+ .75	inches
Neck	+ .2	"
Cir. shoulders	+1.0	"
Mus. ch. rest	+1.0	"
Mus. ch. inflated	+1.0	"
Mus. ch. uninflated	+1.0	"
Res. ch. rest	+ .5	"
Res. ch. inflated	+1.0	"
Res. ch. uninflated	+ .7	"
Smallest waist	+ .5	"
Hips	+ .3	"
Right arm up	+ .8	"
Right arm down	+1.0	"
Right forearm	+ .2	"
Left arm up	+ .7	"
Left arm down	+1.0	"
Left forearm	+ .5	"
Right thigh	+ .6	"
Right calf	+ .5	"
Left thigh	+ .6	"
Left calf	+ .5	"

Specific Observations made on the boy as recorded on the Observer's Report Blank:

A reports, April 8 - "Was reading a Saturday Evening Post during part of the talk."





A reports, April 9 - "Fresh."

A reports, April 13 - "Was unreasonably slow in getting his gym suit. Came out on the floor five minutes late though this was unnecessary as he merely 'dallied' along. He did seem sincere and did contribute during the discussion."

A reports, April 14 - "Gave an entirely different picture today. He was quiet, cooperative and gentlemanly both in speech and action. In the locker room he talked in a friendly fashion to the Director about the class. He also took part in the discussion."

A reports, April 15 - "Spoke eight times during the discussion. Seemed very much interested."

I reports, April 17 - "Does things behind the backs of the leaders and supports if not leads most of the 'showing off'."

A reports, April 21 - "Hit Patty on the head with a rolled-up paper. 'Smart' type."

A reports, April 22 - "Made several very important contributions to the discussion. He was taken aside afterward and talked very friendly. He quit school some time ago to go to work to help support the family. He lost his job on account of the closing down of the factory. He hopes to go back in May. Impression of

A reporter, April 8 - "Was unreasonably slow in getting his gun out on the floor five minutes later though this was unnecessary as he merely 'dallied' along. He did not shoot and did contribute during the discussion."

A reporter, April 14 - "Gave an entirely different picture today. He was quiet, cooperative and gentlemanly both in speech and action. In the locker room he talked in a friendly fashion to the director about the class. He also took part in the discussion."

A reporter, April 15 - "Spoke eight times during the discussion. Seemed very much interested."

I reporter, April 17 - "Does things behind the backs of the leaders and suggests it not include most of the 'show the off'."

A reporter, April 21 - "His body on the head with a rolled-up paper. Smart type."

A reporter, April 22 - "Made several very important contributions to the discussion. He was taken aside at- toward and talked very friendly. He left school some time ago to go to work to help support his family. He lost his job on account of the closing down of the factory. He hopes to go back in May. Impression of



him today was excellent."

A reports, April 23 - "Put on an excellent tussle with one of the wrestling instructors. Was a very good sport throughout."

A reports, April 27 - "Said to Mr. A, 'I missed you on Friday. Where were you?'" The inquiry seemed very genuine."

A reports, April 28 - "Sensible and helpful during the discussion period. Is cooperating in a fine way."

A reports, April 28 - "Less suspicious and more self-contained than previously, though superficially acting tough."

A reports, April 29 - "Tended strictly to business. Wrote with a deep concentration. His paper shows that he got nearly every word. About the best paper turned in."

I reports, April 17 - "After leaving the building on the corner of Tamworth St. and Tremont St., Larry, Merton, Pal, and Jeff were still arguing loudly about their tickets, for which they were gambling. Mr. J's remonstrations seemed to check them somewhat."

A reports, April 30 - "Overheard saying, when asked to wrestle, 'I can't wrestle him; I ain't mad at him.' Showed some slightly silly symptoms when the woman

him today was excellent. A reporter, April 23 - "Put on an excellent tussle with one of the wrestling instructors. Was a very good sport throughout." A reporter, April 27 - "Said to Mr. A. I missed you on Friday. Where were you? The lady seemed very genuine." A reporter, April 28 - "Reasonable and helpful during the discussion period. Is cooperating in a fine way." A reporter, April 29 - "Less suspicious and more self-contained than previously, though especially acting tough." A reporter, April 29 - "Remained strictly to business. Wrote with a deep concentration. His paper shows that he got nearly every word. About the best paper turned in." I reporter, April 14 - "After leaving the building on the corner of Tremont St. and Beacon St., Larry, Nelson, Ted, and Jeff were still laughing loudly about their jokes; for which they were gambling. Mr. J's remonstrations seemed to check them somewhat." A reporter, April 29 - "Overheard saying, when asked to wrestle, 'I can't wrestle him; I ain't had as much.' Showed some slight ally symptoms when the room



speaker began to talk. This was not like him."

A reports, May 1 - "Following instructions implicitly and trying hard."

I reports, May 1 - "Acted playfully but rather viciously - throwing soap at Steve and wet towels at Clayton."

I reports, May 4 - "Responsive in doing exercises, but showed he thought some of them silly by grinning rather foolishly at Pal and Merton who were next to him."

A reports, May 6 - "Says he would like to come back if permitted after experiment is over."

A reports, May 8 - "Much disturbed when told by Mr. F that his record was not so good in the class. Appeared on the verge of tears and wanted to know what was the matter with him."

speaker began to talk. "This was not like him."  
A reporter, May 1 - "Following instructions implicitly  
and saying 'head'."  
I reporter, May 1 - "Asked playfully but rather vicious-  
ly - throwing soap at Steve and web towels at Clayton."  
I reporter, May 4 - "Responsive in doing exercises, but  
showed he thought some of them silly by extreme re-  
sistivity at Tai and Horton who were next to him."  
A reporter, May 8 - "Says he would like to come back if  
permitted after experiment is over."  
A reporter, May 8 - "Much disturbed when told by Mr. E.  
that his record was not so good in the clinic. Ap-  
peared on the verge of tears and wanted to know what  
was the matter with him."



CHART FOR RATING  
INDIVIDUAL BEHAVIOR

455.

Name....Larry.....

Date Rated.....

	Always	Fre- quently	Occa- sionally	Seldom	Never
1. Exaggerates illness					*
2. Profane & Obscene language			*		
3. Interrupts meetings			*		
4. Restless, hyperactive				*	
5. Careless in work			*		
6. Lazy				*	
7. Unreliable				*	
8. Disobedient			*		
9. Impertinent and defiant			*		
10. Cruel, bullies				*	
11. Quarrelsome				*	
12. Sullen				*	
13. Domineering				*	
14. Shy and bashful				*	
15. Unsocial, withdraws				*	
16. Depressed				*	
17. Resentful				*	
18. Fearful				*	
19. Dreamy				*	
20. Suspicious				*	
21. Easily discouraged				*	
22. Suggestible		*			
23. Cooperates		*			
24. Friendly		*			
25. Interested		*			
26. Courteous		*			
27. Shows leadership				*	



# INDIVIDUAL BEHAVIOR

Name.....					Date Rated.....
Always					Occa-
Often					Seldom
Never					
1. Exaggerates illness					
2. Profane & obscene language					
3. Interrupts meetings					
4. Restless, hyperactive					
5. Careless in work					
6. Lazy					
7. Unreliable					
8. Disobedient					
9. Impertinent and defiant					
10. Cruel, bullies					
11. Quarrelsome					
12. Solen					
13. Dominating					
14. Sny and bashful					
15. Unsociol, withdraws					
16. Depressed					
17. Resentful					
18. Fearful					
19. Dreamy					
20. Suspicious					
21. Easily discouraged					
22. Suggestible					
23. Cooperates					
24. Friendly					
25. Interested					
26. Courteous					
27. Shows leadership					



## Summary

A. Statement of the boy's problems. Our first impression was that we were dealing with a tough, hard, defiant sort of a boy. As time went on we realized that this did not really reveal the true nature of the boy at all. This superficial toughness was annoying and deceptive, but, underneath this superimposed brava-do, the boy was sincere, cooperative, and capable.

B. Behavior in the group. This superimposed toughness was particularly a group reaction. It was there that he attempted to put on his air of superiority and hardness. He was staging something for the group. Take this boy apart from the group and immediately his mask would drop.

C. Recommendation. This boy should be helped in understanding his mannerisms. He will be consistently misjudged by his air, and somebody should aid him, over a period of time, to achieve a more genuine reaction.

April 7 - "Need of holding this group up to a strict discipline at starts. Another seminar needed." Report, April 8 - "All the help which appeared the first day of this period seems to have disappeared. Any one who are to help must be made to understand that they must appear on the days on which they agree

SummaryA. Statement of the boy's problem. Our first

impression was that we were dealing with a tough, hard,

defiant sort of a boy. As time went on we realized

that this did not really reveal the true nature of the

boy at all. This superficial toughness was annoying

and deceptive, but underneath this superficial brav-

ado, the boy was sincere, cooperative, and capable.

B. Behavior in the room. This superficial

toughness was particularly a good reaction. It was

there that he attempted to put on his air of superior-

ty and hardness. He was staging something for the

group. Take this boy apart from the group and im-

mediately his mask would drop.

C. Recommendations. This boy should be helped

in understanding his own behavior. He will be consid-

erately misjudged by his air, and somebody should aid

him, over a period of time, to achieve a more genuine

reaction.



## IV

SUGGESTIONS

The space on the Observer's Report Blank which provided for Suggestions again served as a distinct help in knowing precisely what recommendations the observers had to offer. For the most part the suggestions made were in regard to the immediate program of the experiment, but occasionally long-range suggestions were made.

A reports, April 6 - "If there are to be many leaders in this period, then they must be in gym suits with the boys."

A reports, April 6 - "Need to further instruct the observers to be either in group or unobtrusive." We cannot have too much supervision and expect to see any uninhibited activity on the part of the boys."

J reports, April 7 - "Need of holding this group up to a strict discipline at start. Another monitor needed."

A reports, April 8 - "All the help which appeared the first day of this period seems to have disappeared. Any men who are to help must be made to understand that they must appear on the days on which they agree

IV

SUGGESTIONS

The space on the Observer's Report Blank which provided for Suggestions again served as a distinct help in knowing precisely what recommendations the observers had to offer. For the most part the suggestions made were in regard to the immediate program of the experiment, but occasionally long-range suggestions were made.

A reporter, April 6 - "If there are so many leaders in this period, then they must be in your midst with the boys."

A reporter, April 6 - "Need to further instruct the observers to be either in groups or unobtrusive. We cannot have too much supervision and expect to see any unbridled activity on the part of the boys."

A reporter, April 7 - "Need of holding this group up to a strict discipline at once. Another monitor needed."

A reporter, April 8 - "All the help which appeared the first day of this period seems to have disappeared. Any men who are to help must be made to understand that they must appear on the days on which they agree



to, or not involve themselves in the leadership of this problem."

A reports, April 9 - "There must be a systematic check-up on the speakers' schedule. The fact that the speaker for the day did not appear is due to the fact that several persons were involved in arranging for this speaker and nobody knew just who should make the final check-up. One person must take care of this phase."

I reports, April 13 - "The older boys should be watched especially in regard to liberties taken which they 'get away with', such as, swearing, etc. This is a tough lot and might prove very difficult to work with if the older ones are imitated by the others in disregarding instructions, obeying commands slowly and reluctantly, and showing eccentric ventures in other ways."

A reports, April 15 - "A small room should be used for the discussion. The large auditorium used today was not adequate."

A reports, April 16 - "The possibility of extending the gym period is worthy of investigation for several of the boys have requested it."

N reports, April 21 - "In giving talks to the boys it appears to me that care should be taken when winding

to, or not involve themselves in the leadership of this problem."

A reporter, April 9 - "There must be a systematic check-up on the speakers' schedule. The fact that the speaker for the day did not appear is due to the fact that several persons were involved in arranging for this speaker and nobody knew just who should make the final check-up. One person was the case of this phase."

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A reporter, April 12 - "A small room should be used for the discussion. The large auditorium used today was not adequate."

A reporter, April 12 - "The possibility of extending the gym period is worthy of investigation for several of the boys have requested it."

I reporter, April 21 - "In giving talks to the boys it appears to me that care should be taken when winding



up the stories, so that the boys will not suspect the evident intention of the speaker, but, at the same time, the moral behind the story should be clearly manifest."

I reports, April 28 - "In a new group it might be better to explain before going over to the Burroughs News-boy's Foundation that the films are not full length, but are to be seen in keeping with the idea that each one tells a particular lesson and that it is up to the boys to see how much of that story or lesson they can understand. There is no point, it seems to me, in building up hopes of being entertained for an hour or so. The let-down may make the boys more suspicious of other parts of our program."

A reports, April 28 - "1. The period of free play gave an excellent chance to observe the free action of the boys. It can be used occasionally as a time of intensive observation."

2. The boys should be given some experience of discipline for their behavior today. They should have some pressure put on them to make them understand that we mean business."

A reports, April 29 - "The experiment in giving dictation to the boys for forty-five minutes as an experi-

up the stories, so that the boys will not suspect the  
evident intention of the speaker, but, at the same  
time, the moral behind the story should be clearly men-  
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tensive observation.

2. The boys should be given some experience of  
discipline for their behavior today. They should have  
some pressure put on them to make them understand that  
it is a business."

A reporter, April 28 - "The experiment in giving disci-  
pline to the boys for forty-five minutes as an experi-



ence of discipline is worth trying again when discipline is needed."

A reports, April 30 - "The use of singing in this experiment should be tried. The interest of the boys in hobbies indicates that many would participate if given the opportunity."

N reports, April 30 - "Opportunities should be found to put into practice crafts of the nature of which Mrs. XVIX spoke. I feel sure that many of the boys would join in if the opportunity would display itself as shown from their interest in the leather goods exhibited. The benefits from such a procedure are manifest. Not only would the boys have an opportunity to do something worthwhile but their thoughts would be directed along lines that would lessen their tendencies for mischief or evil doing."

N reports, May 4 - "In exercises of the sort given today, if an attempt at supplying more color to them was made, they would be apt to be more successful. Thus, if they were given in such a manner that the boys would think them less of a duty to be performed and instead, more of a pleasure, I'm sure they would be more successful, and more headway would be made."

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A report, April 30 - "The use of singing in this experiment should be tried. The interest of the boys in hobbies indicates that many would participate if given the opportunity."

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## A RESTATEMENT OF THE PROBLEM

This experiment was initiated to explore the effectiveness of the group in the study and treatment of problem boys. It has been traditionally assumed that the group is an unimportant factor in the problem of diagnosing and treating personality. It is true that occasionally the clinic has referred one of its patients to a camp or club, but where the interest had ceased. No attempt has been made to study systematically what goes on in the group when the patient has once entered.

## PART IV

### INTERPRETATION AND SUMMARY

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A survey of the methods of the average clinic shows that social relationships are taken into account in formulating the problem of every person. Information in this area is gathered by the social worker from the school, home, club, etc. It remains a fact, however, that clinical practice has not seen the necessity of evaluating these sources of information by a first-

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hand study of the child's behavior in a group where social relationships can be observed and studied.

Expense. There is an additional factor which is demanding the type of experiment reported above; namely, the need for greater speed and reduced expenditure in the handling of problem children. The very heavy expense involved by the ordinary methods of individual treatment certainly suggests the necessity of techniques which fall within the realm of possible application. It is simply impossible to find sufficient resources to give aid to all those who need treatment through the slow and expensive mean of individual therapy. We must not look for short-cuts which are makeshift and inadequate. We must seek techniques which might be applied to any number of persons at the same time and which can be subsequently evaluated as first-class methods of handling the problem. It was in the interest of such techniques that the present research was undertaken.

Clinic Plus Group. It has been stated many times that we were not interested in discarding traditional clinical methods. To the contrary, we considered such methods as the very basis of our approach. We merely sought to enlarge their use and to introduce the group

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as an additional medium in the study and treatment procedure. The individual has been studied as an individual but in settings which permit a wider range of reactions and responses than is ordinarily possible in a clinical situation. General clinical methods were utilized in this wider area of responses and incorporated with insights from group work. Thus, it was not a matter of eliminating one in the favor of the other, but of enlarging the one by placing new resources at its disposal.

Synthetic Approach. The result of this union was a synthetic approach which had features of both group work and clinical work. The synthetic nature of the union became increasingly apparent as our experimentation continued. In the interest of clarity we purposely attempted to keep the individual and group methods separate. As time went on we found it increasingly difficult to differentiate between the two. In fact, in our final analysis such a distinction fails to have meaning, for it became increasingly unimportant to determine where one left off and the other began. It is, therefore, a matter of fundamental importance for us to say at this point that from neither a theoretic nor a practical point of view do we find any

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reason for making any marked distinction between clinical work, per se, and group work, per se. If used in the manner recorded above it will be found that the two form a natural synthesis. They belong together and any effort to keep them apart is due to an artificial differentiation more on a basis of origin than inherent differences.

Origin. If one will take a historic point of view and review the origins of the two fields he will see the reasons for the traditional separation. Group work grew out of a recreational interest. It championed hobbies, games, crafts, etc., in the interest of leisure-time activity. It found its way into settlement houses, neighborhood houses, clubs, and the like. Its aim was none the less to help the individual, but it took one particular avenue for accomplishing this. In many instances its emphasis grew in the direction of community betterment, and as its methods were not intended to be objective and yield research data, the general course of development was not easy to follow. Moreover, its primary concern was with normal individuals, and, therefore, there was not the imminent necessity for establishing itself upon objective, scientific grounds.

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Clinical practice in the field of personality study started out as a study of abnormality. This, of course, presupposed the development of specialists and the organization of the field into an orderly theoretical picture. It drew heavily from fields which were rapidly becoming objective and scientific. Medicine, Psychology, and Psychiatry rapidly grew as objective methods for studying the individual as an individual.

Thus we get a picture of the development in the two fields. It is certainly reasonable to conclude that there has been a basis traditionally for independent development. What we need to see also is that group work is in a rapid state of development. Its proponents are seeking to define its field and methods. They are attempting to establish standard procedure and a standard nomenclature.

Evidences of a Growing Union. In the distinctly separate development of the two fields it was natural that the workers also proceeded along separate lines of development. Exchange and communication between the fields was academic rather than actual. Standards and methods of training were different. There has been no rivalry, but merely a lack of exchange and

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communication. It is a matter of marked importance to note, however, a growing mutual interest which portends a better understanding between the two fields.

Claudia Wanamaker, speaking at the National Conference of Social Work at Montreal in June, 1935, remarked, "The field of group work thus far has eluded the several attempts which have been made to define its scope and essential undertakings. A striking evidence of this is the fact that no practitioner in this field was found to represent it in the Social Work Year Book for 1935. Instead, in an unsigned article appearing therein, we are informed that 'social group work is conceived of as substantially equivalent to the field occupied by leisure-time agencies'." <sup>1</sup>

It is interesting to note that, in the very conference at which Claudia Wanamaker was pointing out the lack of development and standing in the group work field, she was one of a number who were addressing a national assembly on such topics as, "What is Social Group Work?", "The Integration of Group Work and Case Work", "Case-Work and Group-Work Integrated - Its Implications for Community Planning", "What May Institutions and Group Work Contribute to Each Other?", "Group Work Experiments in State Institutions in Illinois",

1 - Proceedings of the National Conference of Social Work, 1935, p. 301

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Here we have evidence of a national body of Social Workers devoting much time in its program and considerable space in its publication to the growing recognition of group work and also its natural integration with case work - an individual method. Case workers are beginning to take a genuine interest in the significance of group work. As W. I. Newstetter has said, "The acceptance of group-workers into the fraternity of social workers bears testimony to the broadening base of social work and an emphasis on generic concepts. It can be partially explained by the need felt by case workers for more adequate treatment resources. It is being increasingly recognized that both case-workers and group-workers have much to give to each other, and that generic social work can only be achieved to the extent that the contribution of both are focused upon problems demanding application of both methods."

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1 - ibid pp.291-406

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the most sincere efforts on the part of group workers to define their field we find this concrete suggestion coming out of a national round-table on objectives:-

"Several rather concrete methods were described by various members of the group which had been introduced as a result of greater emphasis on individualization in the direction of group organization and activity:-

a. The introduction of a psychiatrist on the staff of the group work agency to whom individuals were referred in aiding them to find the most satisfying expression of their needs and interests in the group activity and relationships.

b. The establishment of an 'intake' policy by group work agencies for some participation of the group in the agency; in other words, a more conscious acceptance of such responsibility in terms of the agency's resources and practices.

c. Recognition of the need for smaller groups in order that the individual needs, interests, and capacities may be more effectively determined and related to the group experience by the group leaders.

d. A questioning as to the adequacy of existing leadership in group work as widely practiced to

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Here, then, we have a qualified statement coming from a nationally representative body of group workers concerning the increasing emphasis which individual, clinical methods are being given in the most alert and capable group work centers. It forces upon us the recognition that not only is there a growing demand on the part of social case workers to understand group work, but that there is a marked interest among group workers themselves to understand and use clinical tools in their field. The growing mutual recognition and understanding between group workers and clinical workers is significant and interesting in the light of the natural synthesis which is made in this dissertation.

Clinical Approach Defined. We saw above that there had been an independent development of the group approach and the clinical approach. It is now time to elaborate on the way we use these terms - the manner in which we differentiate between "group" and "clinic". The term "clinical approach" has been used throughout to refer to all the individualistic methods common to the ordinary clinic interested in personality and be-

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havior problems. All those techniques of Psychiatry, Medicine, Psychology, Psychoanalysis, Psychometrics, and Psychotherapy, in which the child is studied as an individual entity, have been conceived of as the "clinical approach". That this is a special approach with common characteristics of method and set-up is attested by a study of any Child Guidance Clinic, Habit Clinic, or Psychiatric Clinic. In these centers intensive study of the individual personality as a separate, distinct entity is made in all of its individual ramifications.

"The Child Guidance Approach to the Study of Personality"<sup>1</sup> by Dr. John Levy is typical of this approach. Family History, School Records, Medical Records, Psychological Records, Psychiatric Records, Physical Measurements are all worked up in the process of making an intensive study, individually. A social worker makes a home visit and a school visit, but no systematic observation of the boy or girl in any prolonged social relationship is deemed necessary. It is also to be noted that the therapy is carried out without resorting to a first-hand, direct attempt on the part of the therapist to direct and utilize the group activity in which the individual participates.

1 - Murphy, Gardner and Jansen, F., "Approaches to Personality", pp. 257-349

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Camp is recommended in a number of cases but the camp group is not under the personal direction of the therapist who is directing the treatment.

This, then, is the "clinical approach" as we have known it and seen it develop. In its several fields, it is a highly individualized method of handling the individual.

Group Work Defined. Group work, as the term implies, deals with groups. Arthur L. Swift gives us a very practical picture of the type of group with which the ordinary group worker deals - "A group, as I shall use the term, is a number of individuals, rarely more than twenty in all, or less than five, united by cooperative effort to satisfy shared interests, and to that end meeting regularly and frequently over an extended period. The leader, whose training I shall discuss, is not the natural leader, himself a member of the group and by it selected for leadership, but the superimposed leader from outside the group, usually more mature and with a richer background of experience and culture. Further, I shall assume that both group and leader are each a part of a larger organization, settlement, synagogue, church, school, or association, created for service and not for profit, and seeking

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primarily the social good of its group members through the activities it sponsors. Also, I shall take it for granted that the larger organization is not unfriendly to the principles of progressive education - that it is not so paternalistic, militarized, or authoritarian as to block the democratic development of group life through the strict regulation of its forms, its interests, and its activities."<sup>1</sup>

This outlines in broad terms what we mean by group work. Swift has given us a very practical picture of the size of the group, its leadership, its affiliation, and its policy.

Purpose of Group Work. One matter which needs amplification is the purpose of group work. In its early stages its purposes were mainly recreational. The program was designed to be constructive, but focused mainly on educating for leisure time. That picture does not hold today. We have groups with many purposes, with many aims. J. S. Burgess has summarized the whole matter of purposes by his following contribution: "There are at least three broad objectives which group workers have in mind in founding, promoting, or fostering group activities:-

1. The individual therapy of group members.

1 - Proceedings of the National Conference of Social Work, 1935, p. 364

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2. The achievement by group members of a pattern of behavior deemed desirable.

3. The achievement by means of group activities of some social purpose and affecting areas beyond the immediate interest of the group.<sup>1</sup>

Purposes #1 and #2 are of particular interest to us here, for #1 has reference to the psychotherapy aspect which our experimentation is suggesting, and #2 has implications for delinquency, "the achievement by group members of a pattern of behavior deemed desirable".

The enlargements of the author on the first two purposes is worth quoting. Regarding the purpose of therapy, he continues, "From whatever frame of reference we view this problem, there seems to be agreement among social workers that the group experience of certain types is effective in individual therapy... ....Another approach to this question is the interpretation of personal adjustment in terms of wishes or desires. In the case of W. I. Thomas' four wishes (for security, for new experience, for response, for recognition) it is obvious that all of these require a social milieu for fulfillment."<sup>2</sup>

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1 - Survey, May, 1936, p. 140

2 - Op. cit., p. 140

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into effect this central purpose of group work. We were interested in determining how true this phase of group work is when carried on under highly controlled conditions. We have taken no particular theoretic position regarding the individual wishes, such as Burgess. This is not necessary to prove the case.

The second purpose which Burgess suggests was of equal importance to us and Sections II and III are the formulations which we derived in bringing out the patterns of behavior which are necessary for good citizenship. The author's elaboration is pertinent, - "A second type of group work concerns itself with the use of the groups as an instrument to create certain types of group members. The processes of group relationships may be so arranged that the interaction of leader and led, member and member, will turn out a certain type of person. Whether we adhere to rigid indoctrination and regimentation or to the freer development through the social interaction of creative personalities, we have in mind the type to be achieved, insofar as the group is an educational instrument to achieve a pattern of behavior in the lives of the people."<sup>1</sup>

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1 - *ibid.* *Findings of the National Conference of Social Work, 1933, p. 302*

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general definition of group purpose. It has many other possibilities in the whole range of social problems, for there are many desirable patterns of behavior some more specified and special than others.

Lack of Scientific Interpretation in Group Work. Earlier in this chapter we stated that the whole field of group work was poorly organized. Except for some broad statements such as the ones quoted above, there are few definite formulations which appear concise or scientific. Group work itself has not become a science and no recognized science has fostered it. Group workers have sought everywhere for some scientific godfather. As Claudia Wanamaker has pointed out, "There are group-workers who tend to regard the field of sociology as the one best suited to their concepts and practices; others are equally impressed with the opportunities for advancement in professional thinking which a closer alliance with progressive education might afford."<sup>1</sup>

Sociology seems to be the logical sponsor of group work, and yet there has been a conspicuous lack of interest in this phase of social work by sociologists. The reason for this is difficult to determine, for the "group" is the basic unit of study in

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the field of sociology. Perhaps it is true, as some have contended, that sociology is not a science after all, but merely a theoretical interpretation of history and group life. If sociologists are sincere in their interest in the "group", then it seems to follow that an extensive amount of work along experimental lines with groups is necessary, and in the course of this experimentation group work will find an ally, a sponsor.

The contribution of sociology to social work is always insisted upon. The following statement of J. S. Burgess is typical of this insistence: "Were social workers as familiar with Sociology as with Psychiatry, as familiar with Cooley, E. W. Burgess, and Kimball Young, as with Freud, Adler, and Ranke, and as interested in the analysis of that organic unity known as the group as with that known as the individual, what the group does with the individual would not be such a mystery."<sup>1</sup>

The reason for the lack of interest in "that organic unity known as the group" on the part of social workers is that sociologists have not produced enough experimental evidence in this field to be impressive. A golden experimental opportunity for such

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experimentation has been passed up by sociology's failure to sponsor a practical field of allied endeavor such as group work.

Precedent for Our Study. Returning now to a consideration of the main purpose of this dissertation, namely, the exploration of the group in the interest of studying and treating problem boys, we need to point out that our effort had precedent in a number of different ways. For instance, in the area of diagnosis we have some highly objective and standardized work.

Diagnosis. 1. There are many standard group intelligence tests. These have become standard throughout the majority of school systems and are useful wherever individual intelligence must be studied in groups. A number of such tests have been incorporated in the Sections reported above.

2. There are likewise a number of personality tests which are designed to be administered to individuals in groups. Many of these have a broad experimental basis behind them, though, to be sure, they are not highly reliable. They represent sincere attempts to get personality material from individuals in a group.

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havior problems in groups has not such an imposing experimental basis. One of the most important experiments in this area was done by Dr. Willard C. Olson and is reported in his book, "The Measurement of Nervous Habits in Normal Children". This was a study of nervous habits, tics, etc., made on groups of school children in Minneapolis. Though he has not labeled his work "Analysis of the Individual through Group Means", his work certainly contributes to this aspect of our work. He studied large numbers of children in quantitative terms, statistically determined the validity of his results, and contributed substantially to methodology in this type of study. Dr. John E. Anderson, Director of the Institute of Child Welfare of the University of Minnesota says in the Foreword of the book, "The development of methods of measuring and recording the motor and emotional behavior of the individual, except in highly conventional laboratory situations, has lagged behind the development for the measurement of intelligence, mental achievement, and other traits of an intellectual type."<sup>1</sup> This study is a contribution to this "lag" in the testing field. It points out a trend such as is reported in the three experimental Sections of this dissertation.

1 - Olson, Willard C., "The Measurement of Nervous Habits in Normal Children", p. v

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Therapy. Group therapy has also been undertaken to a limited extent. As yet there is little to say about the research that is being conducted, for little in the way of final results has been forthcoming. We found precedent in the area of treatment, but the contribution was confined mainly to matters of method.

1. The most painstaking, thorough, and experimental work in the area of group therapy has been done by Dr. J. L. Moreno.<sup>1</sup> He has, through experimental means, attempted to "lay in" the foundations of group therapy by studying the evolution of a group and the emotional factors which are basic in the organization of group life. He has selected but two emotional factors as the basis for the growth and organization of a group; namely, attraction and repulsion. This is the weakness of his book and his interpretation, for, as will be seen in the next chapter, there are many processes at work in group life and these must be studied in the full range of their implications. Moreno's work is strikingly interesting and suggestive in the matter of method. He pictures group organization in many diagrams. His attempt to establish nomenclature such as sociometry, sociometrics, etc., seems strained and artificial.

1 - Moreno, J. L., "Who Shall Survive?"

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2. Another important source of encouragement and information in the matter of therapy comes to us from Dr. Louis Wender.<sup>1</sup> This work has, unfortunately, merely been announced in its broadest details. The published statements of its findings are confined to but seven pages of periodical-reading size. Though the full outline of the experimentation is not reported, the author's opinion on the matter is firmly established in these words: "Carefully tested experience with this method has convinced the writer that this form of therapy is efficacious in selected situations and that it merits much wider application in hospitals where patients amenable to psychotherapy receive care."<sup>2</sup> This testimony is all the more imposing because it comes from a psychoanalyst whose techniques have been mainly individual.

As encouraging as anything Dr. Wender says is the clear conviction that individual and group methods may be worked together for a more effective approach. It is reported, "The application of this method does not preclude the continuance of individual treatment. As a matter of fact, individual interviews are undertaken in conjunction with the patients participating in a group, and in many instances it has been found

1 - Journal of Nervous and Mental Disease, July, 1936,  
pp. 54-60

2 - *ibid.*, p.54

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that the group stimulates the patients' desire for individual treatment, and that, during these interviews, such patients speak readily of experiences which they had avoided discussing previously."<sup>1</sup>

Central Issue of Dissertation. This essentially substantiates the very issue of this dissertation. In three separate experiments we were trying to demonstrate that clinical methods and group methods could be used together, not to weaken either, or to produce a hybrid, second-rate method of dealing with behavior problems, but to produce a more expedient and more effective method of studying and treating such problems. This we believed was possible for clinical work and group work naturally supplemented each other.

The remaining chapters of this section will, therefore, be an elaboration of this central problem. We will summarize our reasons for believing that individual methods and group methods must be used, not to the exclusion of each other, but in conjunction with each other. In order to more specifically point out the dual origin of our approach and its essential unity, we will label our approach "Group Clinical Work". This will help to more firmly establish the central fact that we are combining two fields, but are con-

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vinced that the combination has a distinctiveness and effectiveness which warrants giving it a new name.

In the subsequent pages we will see how clinical work and group work combine in matters of recording, techniques, and training for use of the techniques.

On the clinical side we had the individual case history, but to use this method exclusively would have indicated a failure to calculate the group factors which were of fundamental concern to us. From the standpoint of group technique, however, we found little which was of assistance to us. The work of Henry M. Busch is typical of the development in this field. He suggests that records should be kept of both the group, per se, and the individuals who go to make up the group.<sup>1</sup> The complete absence of demonstration leaves the suggestion without much value.

In this chapter we are trying to take a broad view of the matter of reporting. We are not interested in technical details, form blanks, and the like. What we must try to do is to outline what appears to be distinctive ways of reporting this type of experiment, taking the matter in its large, inclusive aspects.

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1 - Busch, Henry M., "Leadership in Group Work, Chapter X"





## II

WAYS OF REPORTING GROUP CLINICAL WORK

One of the most perplexing problems of our study was in finding ways of reporting what went on. From the clinical side we had the individual case history, but to use this method exclusively would have indicated a failure to calculate the group factors which were of fundamental concern to us. From the standpoint of group technique, however, we found little which was of assistance to us. The work of Henry M. Busch is typical of the development in this field. He suggests that records should be kept of both the group, per se, and the individuals who go to make up the group.<sup>1</sup> The complete absence of demonstration leaves the suggestion without much value.

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periments taken independently are distinct examples of how group work might be reported. Section I was written from notes made in camp and later written up in its present form. Sections II and III are in themselves systematic notes developed during the period of experimentation. From this now we wish to point out what appear to be five distinct ways of systematically reporting Group Clinical Work. They are reported as follows:-

A. Chronological or Historical Account of the Development of the Group.

A most serviceable method of getting the data on an experiment of the above type is to merely give an historical, chronological story of what happened. It would be possible to make this the sole method of reporting an experiment. It might not be the most complete type of document, but it certainly would give in broad terms accounts of what happened, Names, dates, and events would play a prominent part in such a report. It would read like a diary, not having perhaps any systematic theme or thesis but telling in story fashion what transpired. A great deal of Sections II and III embody accounts of this type.

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Section I was written from such a diary. A running account was written in camp and, subsequently, the material was sorted out and organized. The notes furnished the rough material out of which the more systematic report grew.

There is much value in a report of this type, for it permits quick recording at a time when speed and efficiency are necessary. It also relates material which gives opportunity for interpretation at the time or later; that is, one may record his interpretation on the scene and check this with subsequent material which develops.

Its limitations are also many. It would probably fail to emphasize the individual in necessary detail. The average reporter would probably make this an activity report. An incisive study of the interaction of individuals or the impact of the group on the individual might be lacking. This is the usual type of club report which finds its way into annual reports or literature with a commercial mission. Ordinarily, such reports lack insight and interpretation. They are mainly superficial and preoccupied with that which is obvious. However, if such writing is done with the deliberate

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purpose of being incisive, analytical, and interpretive, it becomes of distinct importance. It at least provides the more scholarly investigator with a basis of fact for a systematic and scientific investigation of the proceedings.

This is the type of recording which should be encouraged in many settlement and neighborhood houses. If care were taken to train the observers to see below the surface of things, group work analysis would be possible to an astonishing degree.

#### B. Reporting in Terms of Group Problems.

A second type of reporting Group Clinical Work is illustrated in Chapter VII of Section I. The group is analyzed on the basis of the difficulties and problems which arise. Resolution of these difficulties, of course, is a necessary part of the account.

This may seem like a very negative sort of procedure; however, we found it of distinct assistance in helping us to understand what was going on. It also proved of aid in correcting defects for experiments of a similar type. One cannot report the difficulties and their resolution without stating the positive side as well. Abnormal Psychology

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has been of indispensable service in understanding normal human behavior. By pointing out deviations and abnormalities it has more clearly earmarked that which is normal and healthy. Reporting group work in terms of its problems and abnormalities can serve a similar function for group work.

### C. Reporting in Terms of "Cross-section Views" of Isolated Incidents.

It is easiest to explain what we mean here by pointing out examples. In turning back to Section II, pages 137-139 and Section III, pages 346-347 we see illustrations of this "cross-section view" of isolated incidents. We see snapshots of isolated incidents given without reference to time or place. Independent examples of quietness, shirking, spontaneous choice, appreciation, etc., are found throughout these sections.

It was inevitable that this type of recording should appear, for we specifically provided for it in the form blank which was given to the observers. We wanted such snapshots even though we did not know what use we could make of them. At the present time we understand their value, for they have come to mean a very definite thing in relation to

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### Observations in Terms of "Gross-section Views" of

#### Isolated Incidents.

It is easiest to explain what we mean here by pointing out examples. In turning back to Section II, pages 127-129 and Section III, pages 240-242 we see illustrations of this "gross-section view" of isolated incidents. We see snapshots of isolated incidents given without reference to time or place. Independent examples of politeness, drinking, spontaneous choice, appreciation, etc., are found throughout these sections.

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some groups and some individuals. Insights on both came out of this section. It did not prove to be the help that we originally considered it might be. In the main it merely served as a gauge to the skill of the observer. It assisted us in evaluating the insight and understanding of the person doing the reporting. In many instances the "snapshots" or "cross-section views" were so trivial and superficial that they failed to be of any value.

Many things were reported in this section which were merely individual characteristics projected to the whole group. Such characteristics as surliness, selfishness, etc., were observed in a number of individuals and then the observer assigned these to the entire group as if the addition of many qualities constituted a group observation. This was primarily a confusion between interaction and accumulation. The group was looked upon as an accumulation of individuals rather than a highly complicated interaction between individuals. This is, of course, the type of confusion found in most persons who have not been trained to differentiate between groups and individuals. For that matter,

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it is also the confusion that exists in high academic circles where the group is looked upon as merely an accumulation of individual responses.

Another interesting fact which came out of this type of recording was that we were usually told what happened without being told why. It is safe to say that a certain amount of accompanying analysis is usually necessary in order to understand a situation. The person making the observation is often in a better position to state why a thing happened than some one who later attempts to make an explanation of the affair. This weakness expressed itself consistently in this type of reporting. The observer usually considered it sufficient to state what happened without telling the circumstances under which it occurred.

Another matter of interest to us regarding this type of reporting was that, in many instances, reporters were very fixed and stereotyped in the kind of "snapshots" which were given. One kind of "cross-section view" would be given time and again. A certain type of response would be seen day after day in precisely the same way. This was true of some of our most skilled observers.

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We have a feeling that this type of reporting is not of great value unless much time is spent in a preliminary training of those who are to do the observing. It did not prove of any assistance in studying the group or the individuals in the group. It did give us an insight into the problems of the persons doing the observing. It gave us an opportunity to study the skill of our workers.

#### D. Reporting in Terms of Broad Group Processes.

This type of reporting is possible only after the observer has had considerable experience. The inner dynamics of a group and its impact upon the individual are not easily understood or easily reported. Only after observing and studying individuals in a group over a long period of time can the inner processes become evident. An understanding of them presupposes a grounding in sociology as well as in the more practical skills of group work. In its final analysis, the group processes are categorical explanations of a great volume of data which is expressed in group life.

An initial attempt at this type of recording was made on pages 347-355 of Section III. It was suggested by our interest in organizing the sixty-

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An initial attempt at this type of recording was made on pages 24-25 of Section III. It was suggested by our interest in organizing the sixty-



two factors listed on pages 346-347. In essence the group processes were a theoretical explanation of the sixty-two factors which we listed.

In the thirteen group processes which we have worked out, several are mentioned which do not appear in Section III, pages 347-355. This is due to the fact that since the termination of that experiment we have returned to our other data and discovered some new processes at work which are in value equal to the ones already used.

The question of where these group processes should be placed in our write-up has come up repeatedly. The thirteen processes which are about to be discussed can serve as a scheme for group analysis and the problem suggests itself that we might well place these elsewhere in our discussion. It was finally decided that they belong here, for, in the difficult matter of reporting group work of this type, it is certainly a matter of great importance to have available a certain outline against which group observations can be made. This is precisely their major service. The thirteen points can serve as definite areas in which to encourage reporting; for if reporting is done against such an

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outline, the final group analysis will not be as difficult.

The thirteen group processes which we have come to consider significant may not be the only ones which are at work. Continued research will, no doubt, prove that there are others at work. A different theoretical position may force us to use different terminology or assist us in discovering new group processes. Dr. Wender, in discussing the dynamics of a group from a psychoanalytic point of view, uses a greater variety of terms and processes than we were able to use. Thus, different points of view may place new light on the matter and either change or add to the list which we are about to present.

When we discuss these group processes it must be recognized that we are looking at our problem pretty much from the group standpoint. We conceive of the group as a certain organic unity made up, to be sure, of individuals. This group is not the sum total of individual responses. It is a highly integrated organism of individuals responding to each other. It is not a simple stimulus-response situation, but a complex picture of interaction between

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tegrated organism of individuals responding to each  
other. It is not a simple stimulus-response situa-  
tion, but a complex picture of interaction between



individuals and between the individuals and the group. The individuals make the group, but, as we have found out, the group also makes the individual. This will become clear as we proceed to the thirteen processes which seem of paramount importance to us.

The following is, then, a list of thirteen important processes which appear to be at work in our groups. They can be used as an outline and guide in reporting Group Clinical Work:-

1. Competition. We found competition at work in all of our groups. It played a very important part in all of the individual responses, and often dictated certain changes on the part of individuals. Though competition in severe forms was carefully avoided, it occurred with regularity and had to be dealt with accordingly.

It certainly seems to be a normal group process which will express itself for good or evil whenever human beings find themselves together. It was a medium which some found extremely helpful, while in others it produced resentment. Naturally, this perpetrated a problem of control. Once recognized, the presence of this process and the conditions under which it presents itself can

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I. Competition. We found competition at work in all of our groups. It played a very important part in all of the individual responses, and often dictated certain changes on the part of individuals. Though competition in severe forms was carefully avoided, it occurred with regularity and had to be dealt with accordingly. It certainly seems to be a normal group process which will express itself for good or evil whenever human beings find themselves together. It was a medium which some found extremely helpful while in others it produced resentment. Usually, this manifested a problem of control. Once recognized, the presence of this process and the conditions under which it presents itself can



naturally be controlled, at least mitigated.

2. Conflict. Direct clash of individuals and cliques within the group is one of the constant factors which must be met. It is impossible to bring any group of individuals together, particularly of the type with which we dealt, without experiencing normal warfare and conflict. In some cases it was a matter of conflict in culture. In many cases it was merely a matter of conflict between individuals who clashed with each other emotionally.

To look upon conflict as some inherently evil force which is symptomatic of decay and degeneracy is certainly not in keeping with the best insights which our experience gave us. In many cases it was a force for good. In some cases it was a force which brought no good. In those who experienced value from it, the conflict served as a means of crystalizing a problem to a point where a crisis was brought about and the individual became ready to deal with his problem in the large.

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by certain members of every group. It is practiced by the individual or clique which finds integration impossible or unattractive. When a person's group adjustment is on the basis of accommodation, he is really only superficially a member of the group. It is indicative of a fundamental lack of capacity for profound group relationships. We believe that degree of accommodation is particularly important to observe in boys with delinquent history. It represents their fundamental maladjustment to society. It is also a factor to control in drawing such boys into group life. Accommodation has its own symptoms. It is certainly not difficult to pick out such items as attempts to ingratiate, dishonesty when not under formal supervision, over-statement, etc.

4. Integrating or Assimilation. Integration is the highest form of organization which a group may achieve. Integration with the group is also the highest form of group experience which the individual may achieve. An integrated group is one in which the individual members experience a harmony and solidarity which is the result of

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a common identification with group standards, sentiments, and loyalties.

Integration is not synonymous with organization. A group of prisoners marching to the death cell may have a well-organized group. Their leadership may have a superimposed order which makes for good appearance. Integration, however, is a more fundamental, more personal matter. From the outside it may not look like a highly organized machine. It may be slow in executing its will, but each member identifies himself and his personal standards with the sentiments, loyalties and standards of the group. He experiences a certain one-ness with the entire group.

It is true that complete integration within a group is a very difficult state to achieve. Certain individuals do achieve this integration to a degree and they experience security and good fellowship because of it. From our point of view, a highly integrated group may not be the best environment in which to carry on a set program of therapy. It may be too severe for some individuals to face. It may be too cruel

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on the individual attempting to make a life adjustment. A less rigid atmosphere may be needed.

It is not to be supposed that all integration is of a constructive type. A group of gangsters may be a highly integrated unit. They may be poorly integrated with decent, orderly society, but highly integrated within themselves. Thus, integration involves the whole matter of purpose, values, and social control. It is a process to deal with in the study and treatment of problem children.

5. Group Approval. This is one of the easiest processes to observe, though not always easy to control. It is found on occasion in every group. Corporate sentiment and opinion often develop to the point where specific desires of a group express themselves with vigor. It offers a very wholesome way in which to give some boys recognition, for approval usually comes only when merit is great enough to impress a large number of the members of a group. It serves its purpose best when it comes spontaneously; however, it can be arranged or stimulated by ex-

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ample or encouragement.

6. Group Censorship. Censorship works in precisely the same way as group approval. It merely has a different goal; namely, disapproval. It is one of the most effective methods of bringing certain individuals to a point where modifications in behavior are possible. It accomplishes effectively and quietly what no amount of exhortation or scolding can do, for there are few, if any, who do not want the approval of their fellowmen.

This type of control permits the group to take care of many of its own problems of discipline. Of course, vigilance of the most exacting type is necessary at those times when Group Censorship is underway, for though it is an effective means of discipline, it is also a dangerous weapon and can do much harm. Animosities of a devastating type can be built up at such times. To successfully use this group process some direction and modification on the part of the leaders is usually necessary.

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arily some semblance of leadership coming from within the group. There is always a necessity for a great deal of leadership coming from the outside. Certain types of groups can be built up to assume leadership. The plans of certain other groups demand that a fixed type of leadership be imposed. It has been said that groups which demand too much leadership from without indicate poor direction, inadequate opportunity for expression, or severe inhibition. To a certain extent this is true, for in every group, no matter how unqualified the individual members are, there are persons to be found who wish and can lead.

Chance to demonstrate leadership is the very thing that brings some individuals to life. They fairly demand a chance to show themselves in this capacity. In the well-controlled group there is always opportunity to arrange incidents which demand leadership from such persons. Even if not arranged there are a multitude of normal experiences during the average group life to call forth responses which demand leadership.

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tends to reduce the opportunities for leadership. It is also true that many naturally strong group leaders fail to provide for the leadership within their group by virtue of their own strength.

To account for leadership also involves accounting for those who are led. This is one-half of the process. Leadership never expresses itself unless there are those who are willing to be led. It is the negative side of leadership, but it is the side which holds the balance of power in any group situation. Native submissiveness or native aggressiveness exhibit themselves in an objective manner in studying this group process.

8. Cycles or "Slumps". We experienced cycles or "slumps" in every group. It became possible for us to notice the very times and conditions under which certain cycles appeared. So observable were these that prediction and control became possible. Interest, participation, discipline - all experienced certain rises and declines which routinely appeared under certain conditions. Weather, fatigue, season, rigidity of schedule - all were factors in these cycles. Knowing that

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in the middle of every camp period there is a time when morale and discipline disintegrate, it was possible to make certain allowances and even modifications to offset these periods.

A detailed study of this group process alone would make an interesting study. It would be of singular significance in studying any group from the standpoint of control.

9. Isolation and cliques. The inner organization of any group bears examination and recording. Some individuals are completely isolated within a group. There are always pairs, or trios, or small cliques arising within a group. Highly controlled groups can, to some degree, influence these formations, but natural groupings are inevitable and very often helpful.

In some instances the groupings may have a very devastating influence on the group. This, of course, calls for action, shifting of sleeping quarters, changing places at the table or in the locker room.

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esting way of representing these combinations,<sup>1</sup> though not as helpful an account of the reason why these combinations form. This is a story in itself. We found some of the cliques were formed purely by accident; others, because they emotionally supplemented each other, and in still other instances, because there was a temporary singleness of purpose. This phase of group reporting is certainly among the most fascinating of the processes we mention.

10. Control and discipline. This is different from leadership. Control and discipline presuppose a certain studied procedure which is executed by a number of different devices. Leadership is one element of this control. Coercion is another. Rational choice is another. The list here is great. Play, group councils, self-government - all are factors to be recorded. No group of individuals is brought together without control elements of some type. The longer the group is together, the more elaborate and fundamental the processes of discipline and control become. It is fairly easy to keep a group together for a few hours a day. It is quite a

1 - Moreno, J. L., "Who Shall Survive?" - Parts II and III

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different matter to set up a schedule which runs through the entire day. Where a group is together for a long period of time and each member learns to know his neighbor, the problem is much more demanding. It also has greater possibilities for teaching the fundamental skill of living together with others.

Merely to enumerate the means of control is not enough. The response to the methods, their modification, acceptance or rejection - all are of importance. This required elaboration and detail which the average study does not give. This is the type of recording which should have marked meaning for those who are constantly setting up new groups and new group machinery.

11. Morale or "esprit de corps". Few groups achieve any degree of integration without a certain spirit, loyalty, or morale. It is a fundamental process in any normal group. There are, to be sure, many ways of building up this morale. Singing, discussion, talks, example, striking personalities - all contribute to a growth of this process.

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healthy and worthy of encouragement. A good deal of it is superficial and done for effect. Unless it definitely contributes to the main purpose of the group, there is little reason to foster and encourage it.

Groups such as we experimented with called for deliberate attention in this respect. What kind of morale and loyalty should be built up in our group of delinquent boys? Should a group of delinquent boys be encouraged to continue their loyalty to a corrective group? Should a group of neurotic boys be too definitely attached to a Hospital Camp? These were questions which we had to face. They have not been fully answered at present.

A certain amount of group loyalty and spirit is necessary for group life. However, we were cautious about developing a very great loyalty to the specific settings in which we worked. We came to feel that dissolution of the group as soon as it had served its purpose was necessary in order for the boy to build up real morale to a normal group which could continue for an indefinite period of time. Unless a particular

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type of morale served a specific purpose we discarded it as quickly as processes of control permitted.

12. Discipline in Thinking. There is an inner regimentation of thinking which is inevitable in group life. This expresses itself whenever there is a discussion or meeting. There seems to be a group level of thinking toward which nearly all members gravitate. If this group level is carefully planned and skillfully guided, individual members can experience real discipline and modification in their logical processes. The content of that which is under discussion determines the quality. In all this there is a certain shaping of content and a quickening of the logical processes. Where discussion and intellectual interaction are a part of the group life this process is most alive and active.

With individuals who do not look at the outer world as others do, this intellectual discipline has particular promise. It can be used as a very deliberate form of therapy.

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this process. A wider recognition of it will make possible a broader use of it. Reporting group experimentation on the basis of this process should do much toward an illumination of it as a distinctive method of molding and modifying human behavior. Such reporting would entail a detailed account of not only the individuals involved but the verbatim discussion which determined the responses.

13. Disorganization. Even as groups grow and become effective they also deteriorate and disorganize. The reason back of this is fundamental to the understanding of any group. Disorganization as a process calls for deep insight into origins, hazards, adjustment and readjustment, conciliation, eviction of disintegrating forces, change in policy, discipline, and a mass of factors. The story of no group is complete without bearing deep into the situation and accounting for the forces of disorganization which are at work.

In well-planned and carefully executed groups disorganization does not culminate in the ultimate destruction of the group. Rather, the

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### Summary on the Thirteen Group Processes

We have stated here the thirteen broad group processes which can form the basis for reporting Group Clinical Work. We feel that no therapist or leader will understand what happens to an individual in a group, or understand the inherent power of a group until he has taken into account the above thirteen processes. Reports and analyses based on the above outline should prove interesting and effective in evaluating the exact character of Group Clinical Work. At this point in our investigation they stand out as important factors in clarifying the whole matter of Group Therapy.

### E. Reporting in Terms of Individual Cases.

We now come to the fifth and last method of reporting Clinical Group Work. This method needs, perhaps, the least explanation for it has become the most standardized. We have here the standard case method modified to meet the special factors and techniques pertinent to this occasion.

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porting, the distinctive feature of this approach must not be forgotten. It must be remembered that the group has been added as another medium for observing and treating the individual. Therefore a case record, to do justice to the group side, must specifically record the behavior of the individual in the group. It must specify the responses he makes to other persons, the degree to which he shows sociality, the capacity for social responsibility which he demonstrates.

This is but one side of the picture. It is not enough to merely record the way in which the individual responds to the group. It is equally as essential, from our point of view, to record how the group responds to him, his effect upon his neighbors, his influence upon the group morale, his contribution to group life.

This is the distinctive part of the Group Clinic approach and its importance cannot be felt unless this area of reporting is included.

We offer here no elaboration of the two chapters in Sections II and III which are entirely devoted to Case Studies. The outline can be changed in a number of different ways. It will be noticed

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that a Behavior Rating Chart has been added to Section III, as well as a new outline for the summary. The type of material to be included in such a case study will depend upon what the therapist considers important. We have included everything developed during this period in summary form in these two sections on Case Studies. Some of it is important; much of it can stand a good deal or reevaluation. As it stands, it is a demonstration of the type of material which can be drawn up in this type of Case Study. There is much that is coming out all the time which can be added to the techniques which we used. A number of these will be mentioned in our chapter on Techniques.

We repeat, the standard case study can be adapted to the above approach, making accommodations for the addition of the group with its specific ability to observe social relationship and group responses. The type of material to be included will depend upon the importance the investigator attaches to certain types of information. Even the summary will necessarily need adaptation, depending upon the specific problems being reported.

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these conditions to be a combination of both clinical work and group work. The clinical work will illustrate itself in the individual analytic material which it develops. The group aspect will exhibit itself in the account of the social responses on the part of the individual and the group's response to the individual. It will, in its largest aspect, tell the story of how the individual is added to the group.

#### Concluding Statement on Reporting Group Clinical Work.

We have spent much time in this chapter on the matter of reporting and recording this type of work. The reason for this is that we found this one of our most difficult problems. In the time we have spent in this type of investigation, the whole matter of reporting Group Clinical Work has become a good deal clearer to us. It is because of this additional insight that we have taken so much time to clarify our position.

That there is much to be done here, and that there are many angles which need further demonstration and clarification, goes without saying. What we have presented is but an elementary outline to suggest fur-

These conditions to be a combination of both clinical work and group work. The clinical work will illustrate itself in the individual analytic material which it develops. The group aspect will exhibit itself in the account of the social responses on the part of the individual and the group's responses to the individual. It will, in the largest aspect, tell the story of how the individual is added to the group.

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ther areas in which there is need for more thorough research.

Our next interest is in defining the appropriate ways in which we attempted to carry out the two-fold purpose of this dissertation. To attempt both diagnosis and therapy in the same experiment is a difficult matter, for the former requires an open group organization to permit free expression for study, and the latter requires a more or less fixed group organization to carry out modifications in attitude and behavior.

It is evident from actual experience that diagnosis and treatment are not entirely exclusive categories which preclude their appearance in the same experiment. They appear to be two closely related aspects of the same process of handling personality problems. This demonstrated itself convincingly in the practical aspects of dealing with personality problems. For diagnosis seems but one step in the treatment and therapy seems but one step in validating the diagnosis. Thus, the two-fold purpose of study and treatment were not as alien to each other as a preliminary statement of the problem suggests.

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## III

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It has been said previously that our methods were essentially eclectic. We used whatever seemed standard and promising. It is to be noted, of course, that standard methods in the field of personality study are not common. The best that can be said for much of it is that it represents a sincere desire to be objective. That is precisely our conviction regarding the above three experiments. They represent a sincere desire to be objective, to introduce as many observational opportunities into the study and treatment program as time would allow.

In our interest in objectivity we would like to have been able to arrive at some statistical conclusions. Such evidence did not seem to be present in our material, and thus no statistical calculations are to be found here.

It was in the handling of our techniques that the Group-Clinic synthesis became most evident. We found ourselves going from individual methods to group methods without experiencing the need for drawing a clear line of distinction between them. Thus, in finally formulating our techniques it was again impressed upon us that we were dealing with two historically different fields which naturally combine to form

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one general approach.

In the following treatment of techniques we have not differentiated between individual methods and group methods. This is in keeping with our understanding of the two fields. They can be conveniently grouped under diagnostic techniques and therapeutic techniques, but in both of these the individual and group methods combine.

A. Diagnostic Techniques. We were trying here to summarize the systematic ways in which we tried to understand the boy and the group. As far as we know, we have included all the techniques which we have used in the three experiments, and a few more which have come to light since the termination of the above work. We have found some additional devices for studying personality and these are added in the interest of completeness.

We do not intend to make an elaborate statement on each technique. Most of the techniques will be familiar to the person dealing in the personality field. Those which are not as familiar will be dealt with at more length.

We used the following ten ways in studying the person to be treated:

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We used the following ten ways in studying the person to be treated:



1. Medical examination. Every person studied was given a thorough medical examination. The reason for this is obvious. We wanted to rule out the organic and physical side at the very first, for we had no intention of dealing with cases which represented special organic pathology.

2. Intelligence Tests. We found a great deal of standard work done in this field. There was a wide range of tests which were particularly adapted to the group method. Stanford-Binet individual tests were given to all the campers in the first experiment. Dearborn Group Tests were used exclusively in the last two experiments. This test was selected from among many because it is interesting for those taking it, is taken without fatigue, is easy to give, and is easy to score. There are, of course, many other tests which could be used well, too.

When we gave but one group test we understood that our measurement of intelligence was but relatively accurate. To have been sure of our findings we would have had to administer at least three group tests. This, however, would have placed too much emphasis on one phase of

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our work. We did not place enough importance on findings in this area to warrant this additional effort.

Clinical studies certainly caution an indiscriminate use of the intelligence quotient. It is one factor among many and must be weighed as such in an evaluation of personality.

3. Personality Inventories. These are "self-questionnaires" which are filled out by the boy to determine his own understanding and interpretation of himself. Ordinarily these tests can be scored to give some idea of the way in which the boy appears statistically, but their best use comes when they are studied for important clues to personality problems. It is much more important to know that a boy has a specific problem in regard to the home than to arrive statistically at a conclusion which shows him to be socially maladjusted.

Roger Test of Personality Adjustment<sup>1</sup> was found to lend itself readily to our use. Life goal, dominant wishes, social adjustment, feelings of inferiority, etc., were often expressed in the findings of this questionnaire. This

1 - Association Press, New York

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test can be given to a group, or to individuals, one at a time. It is a helpful guide for the interview. The completed test can be gone over at great length with the boy.

Bell Adjustment Inventory<sup>1</sup> can also be used in the same manner. It was designed for an older group than the ones with whom we dealt; however, it was fairly helpful for boys in the upper age range of the groups we studied. It scored in relation to social adjustment, emotional adjustment, health adjustment, and home adjustment. We used this test mainly to hunt down clues to important problems, rather than for its statistical values.

4. Behavior Rating Charts. It is not necessary to point out here the limitations to the behavior rating chart. It is taken for granted that the limitations are many and that they are understood. We introduced it into Section III as a method of reviewing important aspects of behavior to be noticed. It was particularly designed to help the observer recognize certain important classifications of behavior upon which to report.

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6. The Physical Fitness Index. This was one of the devices not used in the above experiments, but we suggest this type of measurement because of its greater accuracy and better theory of muscle measurement. The strength of eight sets of muscles are measured according to their ability to pull or exert force on certain measuring scales. Norms for the average individual have been developed on the basis of age, weight, and height. The score which the boy makes is calculated and divided by the normal score for his particular age, weight, and height, and a Physical Fitness Index results. The author of the Index states, "The Physical Fitness Index is a measure of physical condition.....The average individual less than 21 years old will have a P.F.I. of about 100. Others less than 21 years

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of age will have P.F.I.'s varying from about 40-200.

"Individuals with Indices above 100 will have greater physical and mental endurance and precision of movement than those with lower scores. That is, they will be able to keep going longer, more efficiently, and at greater speed, and recuperate faster from fatigue and illness.....

"The lower the P.F.I. the greater the need for special exercise, diet, and advice by physicians and physical educators."<sup>1</sup>

7. Observations of the Group. We were studying the individual mainly, but we were also studying the group as a special entity. This involved a detailed amount of observation made specifically on that organic unity which we have called the group.

That this phase of our study involved a great deal of thought and planning is evidenced by the amount of time we have given to the discussion of it.

8. Observations of the Individual. The variety of group settings as well as the individual-to-individual relationships afforded a broad basis

1 - Rogers, F.R., Score Card for Physical Fitness Index. For further explanation see Research Quarterly, Vol. VI, No. 1, pp. 116-124

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would be adequate without a properly developed social history. It is necessary to see the social setting out of which the boy developed, his home, parents, school, clubs, neighborhood, etc. We must emphasize the fact again that this social history can come to have much more meaning when the group is added, so that additional opportunity is offered to validate the responses which are made in social settings.

B. Therapeutic Techniques. We now turn our attention to the treatment side of our experiment. That this was one of our major concerns has been stated before. We were again impressed with the natural way in which group and clinical methods worked together. The supplementary nature of the individual and group techniques forced us to list this part of our methodology under one head, and demanded that we consider the two as a single approach. In this part of our write-up we will discuss the theory behind some of the techniques. This will make the steps in our treatment more reasonable.

1. Aims of therapy. These are broad statements, but from the theoretical point of view they explain much of what we did. The reasons why we

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did certain things will appear in this part. A few pages hence we will illustrate how we put into effect these broad aims.

a. Treatment of the total personality. We were not interested in treating symptoms; we aimed to treat the entire personality. In Sections II and III we were not specifically interested in delinquency as a particular symptom of personality disturbance, but in the broad problems of adjustment back of the entire situation.

Little needs to be said about that type of treatment which concerns itself entirely with the particular expression of the problem causing immediate attention. It is taken for granted that delinquency or stubbornness appear as but one aspect of much deeper disturbances, and dealing merely with the symptom of that disturbance is a superficial and inadequate type of treatment.

b. Social insight. We considered it of primary importance to assist the individual in achieving an insight into the natural ways in which laws, customs, manners, courtesies, etc.,

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have developed. Such insight seemed essential if the individual was to learn to live with others, to become socialized in the truest sense. In adding the group to our treatment program we were providing the exact medium for such insights, for, in many ways, the common processes of group life were being demonstrated directly in front of the person under treatment.

This type of insight is essential for children with actual psychiatric problems as well as for delinquents. It is commonly accepted that much delinquency is a matter of socialization. Dollard points out that the neurotic and psychotic individual must also be seen as one who is lacking basically in certain qualities of socialization. He states, "From the sociological point of view a psychotic person may be seen as one who has rejected existing social organization and developed a compensating private version of culture."<sup>1</sup>

He says elsewhere, "The neurosis is an event which gets meaning only in a cultural frame of reference and is an example of the

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malfunctioning of the culture. The prohibitory and frustrating aspects of the culture scheme have been more than the neurotic can bear. He has recourse, therefore, to a private solution of his instinctual problems."<sup>1</sup>

Such considerations forced upon us a consideration of the need for giving each individual as much insight into the development of the social order as possible. It was believed that a better understanding of the development of the culture out of which the individual grew would assist in giving a better perspective of the whole problem of living together with other people.

Henri Bergson states the matter in a slightly different way. He conceives of social organization and morality in the terms of "pressure" and "attraction". He states, "Social life appears to us as a system of more or less deeply rooted habits, corresponding to the needs of the community. Some of them are habits of command, most of them are habits of obedience, whether we obey a person commanding by mandate from society, or whether from

1 - Dollard, John, "Criteria for the Life History",  
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society itself, vaguely perceived or felt, there emanates a personal imperative. Each of these habits of obedience exerts a pressure on our will. We can evade it, but then we are attracted to it, drawn back to it, like a pendulum which has swung away from the vertical. A certain order of things had been upset, and it must be restored...

"So it is with social obligation. The pressure of it, compared to that of other habits, is such that the difference in degree amounts to a difference in kind."<sup>1</sup>

It is this pressure or obligation which demands interpretation and understanding. The boys whom we studied had, with few exceptions, experienced life and society as a rigid discipline of pressure which seemed unreasonable and dogmatic because of the very restriction it exerted. One of our very first tasks, therefore, seemed to be to give the individual a more adequate insight into the very nature and reason of the pressure. This type of insight acted as a very definite force in getting the individual to see clearly his

1 - Bergson, Henri, "Two Sources of Morality and Religion", p. 2

society itself, vaguely perceived or felt, there emanates a personal imperative. Each of these habits of obedience exerts a pressure on our will. We can evade it, but then we are attracted to it, drawn back to it, like a pendulum which has swung away from the vertical. A certain order of things has been upset, and it must be restored. "So it is with social obligation. The pressure of it, compared to that of other habits, is such that the difference in degree amounts to a difference in kind." It is this pressure or obligation which demands interpretation and understanding. The boys whom we studied had, with few exceptions, experienced life and society as a rigid discipline of pressure which seemed unreasonable and dogmatic because of the very restriction it exerted. One of our first tasks, therefore, seemed to be to give the individual a more adequate insight into the very nature and reason of the pressure. This type of insight acted as a very definite force in getting the individual to see clearly his



place in the order of things. Such insight had a tendency to force the boy to interpret social organization not as pressure, but as a force which could be actively relied upon and cooperated with to produce happy life. Social order thus became something in which to participate, rather than an obstacle against which to rebel. It is clear that we could not resolve social pressure; we merely attempted to make that pressure operative as a force for good rather than an obstacle for rejection. In many of our boys the pressure was unreasonable and, therefore, a source of rebellion. Our efforts at instilling insight and understanding were attempts to make that pressure personally acceptable rather than personally objectionable. Without this social insight the boy was in a constant state of rebellion for the social order was thoroughly irrational and confining. Insight made it rational and, therefore, acceptable.

The group was an excellent medium for developing this social insight. The group carried with it all the pressure which society

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and home and school exhibit. It was particularly effective to use the group as a demonstration of social pressure. As each of our groups developed, it became necessary to crystallize the experiences in the forms of rules, courtesies, obligations, etc. This offered the opportunity of stopping at each stage in this development to point out the evolution of group pressure. This served as a very helpful way of establishing the rationality of social pressure.

This social insight seems to us to be one of the distinctive needs of any program of therapy. The addition of the group to the clinical methods made it possible to carry out this aim of therapy with particular effectiveness.

c. Personal insight. This second aim of our therapy stands without much comment. It is standard procedure in any system of therapy to give the individual an insight into his own motives, his fears, worries, etc. We certainly could not hope to bring about any permanent changes in our boys unless we in-

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cluded this standard step in therapy.

d. Self-activity. We hoped to bring about active participation on the part of each individual boy. The ineffectiveness of a great deal of Psychotherapy is the passive state in which it attempts to carry on its changes. This obviously is not good therapy, but it is not an uncommon type. We aimed to study and treat a boy under conditions which demanded self-activity, effort, and participation. Group life tends to produce this self-activity. We felt that social motivation such as is involved in many of the relationships of group life gave a new stimulation and incentive for activity.

e. Training in habit formation. We aimed to give each child a certain amount of experience in the training of such general habits as hygiene, good manners, common courtesies, regard for others. We considered this phase of our work as mere habit training. We hoped to give each child a simple set of habits in certain fundamental areas in which he was known to be deficient.

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3. Self-activity. We hoped to bring about active participation on the part of each individual boy. The ineffectiveness of a great deal of psychotherapy is the passive state in which it attempts to carry on its changes. This obviously is not good therapy, but it is not an uncommon type. We aimed to study and treat a boy under conditions which demanded self-activity, effort, and participation. Group life tends to produce this self-activity. We felt that social motivation such as is involved in many of the relationships of group life gave a new stimulation and incentive for activity.

4. Training in habit formation. We aimed to give each child a certain amount of experience in the training of such general habits as hygiene, good manners, common courtesies, regard for others. We considered this phase of our work as more habit training. We hoped to give each child a simple set of habits in certain fundamental areas in which he was known to be deficient.



This is a phase of therapy which even the most ambitious clinical situation would not attempt to execute. It is also a much neglected area of attention in the average case. Somehow, it is considered unnecessary to center much attention on such superficial matters as habits.

This does not happen to be our point of view. Habits represent important patterns of behavior, and much needed attention must be given to those outward expressions of conduct which we call habits. Dr. Link, in speaking about a certain case which was under his treatment, states, "My diagnosis was that it was not the presence of inhibitions, but the absence of certain desirable habits and skills, which were at the root of her difficulty. The skills she lacked could be acquired only through practice, not by self-analysis or introspection. So I recommended a specific list of things she was to do....."<sup>1</sup>

This is the condition in many cases. There are not enough of the essential personal and social habits present to make it possible for

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the individual to live effectively with other people and adjust himself to them.

The group with its many opportunities for training in habits was an effective and efficient medium for giving individuals fundamental practice in the habits which were lacking.

f. Gaining rapport in natural situations. Few would deny that the face-to-face relationship of the ordinary psychiatric interview is an unnatural, frightening relationship which does not lend itself to an easy establishment of rapport. This strange, unnatural relationship is eliminated when the therapist can meet his patients in the natural settings of group life. Mutual participation in games, hikes, swims - all serve as an informal easy environment in which to gain rapport. Getting a boy into a treatment relationship under conditions like these comes so easily and gradually that the individual being treated is not aware that the difficult step has been made.

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level will not be effective, but the rapport thus established can be readily developed to the point where effective treatment can begin.

2. Means for accomplishing these Five Therapeutic Aims.

The real test of any skill is the manner in which broad plans are carried out. Our aims of therapy served as guideposts for the selection and development of detailed measures of technique. In the next few pages we will state briefly some of the methods we used in executing the above five aims.

a. Discussion. Group discussion served us in a distinctive way in our effort to carry information and to foster intercourse between individuals. It is a special technique which has been worked out in a systematic manner. It serves as a specially adapted medium for divulging social and personal insights. It is also a very definite form of self-activity.

Dr. Wender has called one phase of the discussion "Intellectualization (intellectual awareness)". He states of it, "While there may be no pure intellectual acceptance, and everything that may seem like logical accept-

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ance is accompanied by emotional tone, the fact remains that a synthesis of intellect and emotion dominates every phase of our lives and is the basis of all social adjustment."<sup>1</sup>

Group discussion has more than mere "intellectualization" in its therapeutic significance. In the process of bringing about discipline in the logical process, there is the necessity of working together with other people, the need for positive civilized behavior in the ordinary relationships of the situation.

b. The impact of personality upon personality.

This is one way of stating what has long been observed, e.g. that certain personalities are able to influence behavior on the basis of their fundamental attractiveness and skill. Certain personalities have the special power of motivating, stirring up, directing conduct. One way in which we aimed to assist the boys was to expose them to the most attractive, skillful, and successful persons whom we were able to command. In the final analysis we placed our greatest hope on the attractiveness and skill of those whom we designated to

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carry out the program.

We speak here of the effectiveness of personality with the same meaning as Bergson, who develops a concept of morality on the basis of personal appeal. "Why is it, then, that the saints have their imitators, and why do the great moral leaders draw the masses after them? They ask nothing, and yet they receive. They have no need to exhort; their mere existence suffices."<sup>1</sup>

That is precisely the quality which certain persons have. Their mere presence challenges, stirs up, and motivates. Any system of therapy which can utilize the force of attractive personalities is certainly one that has the opportunity of being effective.

c. Informal talks. This is what some would call "talks". We have avoided the use of such a term, for it often carries with it the connotation of preachiness and exhortation.

"Talks" of this type have not been found very important, but informal talks in which information and insight were the main items have always been found useful to a limited degree.

1 - Bergson, Henri, "Two Sources of Morality and Religion", p. 26

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Such talks always offer the opportunity for questions and participation on the part of the persons listening to the informal exposition.

d. Direct discipline. By this we mean bringing severe pressure upon an individual under conditions which demand a very definite type of regimentation. There are many hazards in the use of this method, but it is one of the significant resources in any form of treatment.

Aichhorn suggests that the use of discipline is an essential in the treatment of delinquency. He says, "Adaptation to reality involves renunciation. In order to bring about this adaptation the educator must proceed in conformity with life itself and erect dams that curb immediate instinctive gratification, or make the gratification impossible. In this way he influences the child to suppress his instinctive demands, to postpone or renounce pleasure, and to endure pain. This method seems to contradict the present popular belief that the best education means letting

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the child do as he likes.....It is incorrect to think that education means letting the child do as he pleases. Everyone who has had anything to do with little children knows that restraint and prohibition of momentary impulses belongs to the order of the day and that the child must continually submit to limitations of freedom."<sup>1</sup>

This is what we mean by "direct discipline," limiting freedom, imposing meaningful penalties, demanding fixed types of reactions, etc. Special vogues in education have attacked this method as Aichhorn has suggested, but its effectiveness has established itself generally in the experience of persons dealing with children. It is often an unpleasant method, but an essential one. To quote Aichhorn again on this matter, "Naturally the child cannot renounce pleasure for reality without a struggle, but he must do this if he is to become socially acceptable."<sup>2</sup>

We might have found any number of skilled therapists to substantiate this principle and its method. Aichhorn has been selected be-

1 - Aichhorn, August, "Wayward Youth", pp. 193-194

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cause he is a Psychoanalyst and the common belief has been that this particular theory has discarded discipline as a method of therapy.

Direct discipline cannot be practiced in the ordinary clinic set-up. The addition of the group, however, makes possible its use under advantageous conditions.

e. Physical training. The bearing of physical education and training upon the person being treated is easy to follow. The boy learns systematically to do certain things which definitely contribute to good health, physical and mental hygiene, and tends to develop a set of useful habits in caring for the body. This has special significance for neurotic children with imaginary ills and pains, although its use is certainly not limited to this particular class.

f. Group games. There is a recreational function in games as well as a special teaching function. The socializing influence involved in playing games together with other people, plus the informal setting for gaining rapport, plus the excellent medium this offers

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for practicing certain character-forming activity, warrant its inclusion as a very significant means of carrying out our aims of therapy.

It is often said that we learn certain virtues by practicing them. We learn honesty and fair play by practicing them. We learn to play with others by playing with others. This is certainly a self-evident matter. It is the reason for including group games in our techniques of treatment.

g. Impact of the group. One of the important experiences we had in studying our data was the increasing conviction that the group itself has inherent qualities or processes to direct the therapy of certain individuals. A review of some of the group processes which are at work, as stated in the previous chapter, makes this plausible. We spoke of such processes as competition, conflict, integration, group approval, group censorship, leadership morale, group control, intellectualization, etc., - vital forces which are at work in every normal group. Intelligently

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planned and directed, these processes can be extremely useful in carrying on a type of therapy which is not possible in the ordinary clinic.

Even psychoanalysis has come to recognize the importance of these group processes. Dr. Wender states the psychoanalytic point of view in these words:

"Catharsis-in-the-Family." In the group there is a transference of tendencies originally directed toward the parents and siblings. There is the possibility that the entire group set-up provides a kind of 'Catharsis-in-the-Family' with an accompanying resolvment of conflicts and the displacement of parent love on to new objects.

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"This interaction also serves as a great motivating power to get well. When the individual sees other people getting well he has a great desire to get well himself."<sup>1</sup>

This is the evaluation of group processes which comes from one who views mental life from the psychoanalytic point of view. One could take nearly any theoretic system of therapy and illustrate how the group might be interpreted as a medium for carrying into effect its particular aims and theories. In an earlier discussion,<sup>2</sup> it was pointed out that the four wishes postulated by W.I. Thomas

1 - Journal of Nervous and Mental Disease, July, 1936, pp. 58-59

2 - Section IV, p.474

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1 - Journal of Nervous and Mental Disease, July, 1935, pp. 33-36  
2 - Section IV, p. 474



require a social milieu, such as the group, for fulfillment. The Adlerian formula of the struggle for supremacy would be without meaning if not interpreted in the light of social interaction.

Thus, we have a wide basis of theory for understanding the therapeutic values which the group inherently possesses. It remains for continued study to further define these processes and control them for a broader utilization of their power.

h. Crafts. There are scores of well-developed crafts which lend themselves to use in a Group Clinic set-up. At present it is relatively easy to secure teachers of these crafts who will undertake to understand the individual as well as the particular skill that is being taught.

Doing things with the hands in the presence of other people and with other people has real value. It tends to make the individual more out-going in his responses by developing outside interests and hobbies. It assists the individual in getting the self into action,

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encouraging effort and participation on the part of the person being treated. Through the activity there is a definite amount of release of emotional tension. This activity often places the individual in a position for going on into a more intensive type of treatment situation.

i. Visual methods of education. The moving picture and the stereoptican slide machine can be used to advantage in treatment. Its effectiveness has not been definitely determined nor its teaching method standardized; nevertheless, it has been found of service to us.

The hazard with the ordinary use of the moving-picture is that it permits the onlooker to be in a passive, lethargic, non-receptive state. One can look at a movie without experiencing any personal animation or mental activity. When used in combination with discussion or written work this hazard is minimized. This holds for the stereoptican machine as well. Merely looking at pictures is just so much time wasted. The symbolism

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and meaning of what is in the picture must, by some device, be incorporated in the mental processes of those who are looking at them.

This was the value of the "Secret of Success Movies".<sup>1</sup> The actual seeing of the movie was preceded by explanation and discussion. Certain things were pointed out for observation. The movie, after being shown, was submitted to systematic discussion. Those who saw the picture had been prepared to look for certain things and had consequently been very active mentally during the showing of it.

1. The interview. This is a standard technique. It permitted a great deal of elaboration in the group settings which were part of our approach. It was used in both formal and informal settings.

Informally, a boy was drawn aside at any moment to point out a certain type of behavior that needed interpretation or understanding. There were literally hundreds of occasions like these, in the group setting, to employ the interview.

Formal use of the interview was also a

1 - LeSourd, H.M., Hale, Florence, et al., "Secret of Success Manual"

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part of our techniques. It is in the person-to-person, face-to-face relationship that the most intensive part of therapy can be carried out. When there are group experiences in connection with the interviews, there is additional material to interpret and talk over. The boy will ask certain questions about other boys, or will want to know why certain things are as they are. Bad experiences or good experiences may serve as object lessons or illustrations which need the formal interview for interpretation. When the therapist is a part of the group and has himself witnessed the experiences of a boy in a group, he can, in a much clearer and more effective way, take up the group behavior of the boy. This is one of the outstanding values of the Group Clinic approach. It requires that the therapist be on the spot where the socializing processes are taking place. He can utilize the individual's entire group experience in a more objective use of the interview.

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group work. His insight is especially pertinent at this point, and is worth restating, "Individual interviews are undertaken in conjunction with the patients, particularly in a group, and in many instances it has been found that the group stimulates the patient's desire for individual treatment, and that during these interviews such patients speak readily of experiences the discussion of which they had previously avoided."<sup>1</sup>

k. Rapport through one main leader. In all of our experiments it became clearly evident that each group, or group within a group, should have rapport with one main leader. He would be the centralizing factor in the boy's experience, he would gain rapport through the natural relationships of group life, he would be the one whose approbation the boy would seek, he would be the central influence directing the socializing experience of the boy. This main leader might have other psychotherapists to assist and even augment him, but the main therapy would be carried out by him.

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analytic evaluation of this. "In the psycho-analytic sense there is a transference. Patient-to-patient relationships facilitate patient-to-therapist transference through the identification of one patient with another who has made this transference. This transference also contains a socializing process, for it tends to establish an outward point of view, establishes new interests and activities."<sup>1</sup>

We stress the need for one main leader for each group, or division within a group, for the above reason. Each nucleus of the group must have its center or point of reference to which the transfer can be made. There is but one person in the group who can serve this function.

Imposing the task of psychotherapy upon the group leader presupposes a good deal. It assumes that the group leader has been trained to assume the functions of leader and therapist. This type of a combination is not an easy one to find; however, it is the type needed. If they do not exist, we must train

1 - Journal of Nervous and Mental Disease, July, 1936, op. cit., p. 56

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### Summary on Techniques

No one technique will work in every case. No one combination of techniques will work in every case. The problem thus resolves itself down to an intelligent, skillful use of all the techniques in all possible combinations. In one group the level of intelligence will preclude the use of certain techniques. In another group the severity of the problem will condition the use of the techniques. Selection of methods for carrying out any therapeutic aim must necessarily be fitted to the group and the specific problems they present. This is the reason we listed so many techniques of therapy. Success depends upon the skill employed in using them individually or in various combinations.

them. It is in the interest of a type of training that will prepare for this dual role that the next chapter is written.

Summary on Technology

No one technique will work in every case. No combination of techniques will work in every case. The problem thus resolves itself down to an intelligent, skillful use of all the techniques in all possible combinations. In one group the level of intelligence will provide the use of certain techniques. In another group the severity of the problem will condition the use of the techniques. Selection of methods for carrying out any therapeutic aim must necessarily be fitted to the group and the specific problems they present. This is the reason we listed so many techniques of therapy. Success depends upon the skill employed in using them individually or in various combinations.



## IV

TRAINING FOR THE USE OF GROUP CLINICAL TECHNIQUES

This chapter is added for several different reasons. We felt the need to formulate a curriculum for training the type of leaders in demand. We were also curious to see if a group-clinical training could be worked out which would demonstrate the synthetic, unitary nature of the Group Clinic approach. We certainly did not intend to point out the inclusive subject-matter or inclusive experience which this work demands. It is impossible to set such standards at the present point of development.

If group work and clinical work are as homogeneous as our experience has led us to believe, then it should be possible to outline a course of training which should likewise reflect the unity of the combination.

In the subsequent pages of this chapter we will outline a three years' course of graduate study which is intended to prepare leaders for Group Clinical work. Three years is more or less an arbitrary time-limit which we have set, for it particularly fits the subject-matter which we suggest. It may take

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more time, or on the other hand, a shorter time may suffice to complete the work.

The subject-matter which we suggest is merely the minimum essential. Facilities, interests, special ability, time, or past experience - all may alter the list of subjects included.

The plan of alternating half a year of academic study with a half-year of practical experience is another arbitrary matter. Local conditions may dictate a change in this policy. From our point of view, however, it would seem wise to distribute the practical experience in some such way, for the present system of dabbling a little bit in both at the same time is conducive to the most devastating type of superficiality.

In working out this curriculum we found it necessary to first pick out the clinical subjects and group subjects which looked essential. If outlined in their traditional separate way they would line up as follows:-

#### A. Clinical Work.

##### 1. Subject-matter to be digested.

- a. Abnormal Psychology - a study of behavior which is unusual and extreme in one way or another.

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- b. Personality Study - a study of the individual as a totality, with the various manifestations and qualities of this totality.
  - c. Psychometrics - standard methods of measuring intelligence, special ability, and personality.
  - d. Principles of Case Work - standard methods for gathering material, writing, and interpreting a life history.
  - e. Principles of Psychotherapy - a review of the various ways in which therapy is attempted, including an understanding of the principles which lie behind these methods.
  - f. Social Psychiatry - the medical aspect of functional and organic disorders of the mind.
  - g. Medical Information - a general survey of the types of pathology in which Medicine is necessary.
  - h. Mental Hygiene - the ways of detecting and preventing mental break-down.
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8. Practical experience for clinical side.
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chotherapy under supervision.

c. Experience in investigating, writing, and interpreting life histories under supervision.

#### B. Group Work.

1. Subject matter to be digested

a. Sociology - the principles which govern human relationships and the laws which govern social organization.

b. Social Psychology - a study of group processes and phenomena in terms of the action and interaction of individuals.

c. Educational Psychology - the application of psychological principles to education, particularly in regard to group work and group education.

d. Theory of Discussion Work - the planning and techniques essential for conducting effective group discussion.

e. Social Pathology - areas in which social diseases are bred, and attempted methods of treatment.

f. Principles of Group Work - the purposes, limitations, objectives, scope of group work.

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2. Practical experience for group work side.
  - a. Camp experience.
  - b. Settlement house experience.
  - c. Experience with Scouts, Clubs, etc.
  - d. Special training in making group reports.

This is how the field would be divided if separated into the traditional divisions. We now include these two fields into one course of three years' duration. It could be scheduled as follows:-

#### FIRST YEAR

First Semester: Academic training in:

1. Sociology
2. Abnormal Psychology
3. Medical Information
4. Principles of Group Work
5. Principles of Case Work

Second semester: Practical experience in:

1. Case Work
2. Settlement House Work as Group Leader

Summer: Experience as counsellor in Camp

#### SECOND YEAR

First semester: Academic training in:

1. Psychometrics

1. Practical experience for group work also.
- a. Camp experience.
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#### FIRST YEAR

##### First Semester: Academic training in:

1. Biology
2. Abnormal Psychology
3. Medical Information
4. Principles of Group Work
5. Principles of Case Work

##### Second Semester: Practical experience in:

1. Case Work
2. Settlement House Work as Group Leader

##### Summer: Experience as counsellor in Camp

#### SECOND YEAR

##### First semester: Academic training in:

1. Psychopathology



2. Social Psychology
3. Personality Study
4. Education Psychology
5. Psychiatric Social Work

Second semester: Practical experience in:

1. Testing
2. Case Work in Delinquency
3. Settlement House as a Group Leader

Summer: Experience as counsellor in Camp

### THIRD YEAR

First semester: Academic training in:

1. Principles of Psychotherapy
2. Social Psychiatry
3. Theory of Discussion Work
4. Mental Hygiene
5. Social Pathology

Second semester: Practical experience in:

1. Psychotherapy in a Clinic under supervision
2. Court Training in the handling of serious delinquents

There are a number of criticisms which can be lodged against this proposed course of training. It leaves too little room for individual interests, it

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- 3. Personality Study
- 4. Education Psychology
- 5. Psychiatric Social Work

Second semester: Practical experience in:

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- 2. Case Work in Delinquency
- 3. Settlement House as a Group Leader
- 4. Summer: Experience as counselor in camp

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We outlined first the courses with their traditional division. Then we worked this into a three-year course. The result is a synthesis itself. A rereading of this course does not suggest any points at which the two separate fields clash. This is not due to any ingenious arrangement of them, but because they are inherently akin in purpose and supplementary in matter of technique. Thus, we see that, even in the training of Group Clinical workers, the unitary nature of the fields expresses itself.

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## V

FINAL EVALUATION

In making a final evaluation of the above experimentation, it is essential to remember that the study was conducted as a demonstration of the working relationship between clinical work and group work. Those who look here for some comparative data on the effectiveness of one system as compared with another will be disappointed, for we were mainly interested in seeing how two traditionally separate approaches could be combined for a more effective method of handling problem boys. If we have made this demonstration, we have essentially fulfilled our original intent.

There remain certain concluding considerations which must be presented in order to clarify the steps which we have taken and to point out the direction in which future research in this area can proceed. In doing this we shall present our findings from both the positive and negative aspects. Certain positive values in our approach have been forthcoming as well as an understanding of the limitations of the method. By concluding this dissertation in this manner we hope to establish the present status of group clinical

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work, its problems, its assets, its future.

#### A. Some General Problems.

There appear to us certain problems which Group Clinical work must face as inherent difficulties in the approach. These are dealt with under the six following heads:-

1. Problem of combining diagnosis and therapy in one experiment. In Sections II and III it will be found that diagnosis and therapy are combined; that is, a definite attempt is made to study the boy's problem while at the same time carrying on a certain specific therapeutic program. The question which is naturally raised is, can these two functions be combined in one experiment? Is there reason to suppose that in any set-up these two can be successfully worked together?

In a diagnostic set-up the organization is free and flexible. Discipline is not exacting. In a treatment situation the organization is more or less fixed, and the discipline falls under fairly formal conditions. The very statement of these facts seems to preclude the possibility of combining a study function and treatment function in one experiment.

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It is certainly clear that one or the other function would be dominant. Results will be easier to calculate, research efforts will not be scattered over as wide an area. However, the treatment and the diagnostic aspects are not clearly defined and differentiated categories even in a theoretical sense. One cannot always diagnose without resorting to a certain amount of treatment. In many cases they work hand in hand. The treatment validates the diagnosis. The diagnosis suggests the treatment. Therefore, the effort to place these two functions in one experiment is not as strained as the mere statement of the problem suggests.

It is certain that few psychotherapists would stake very much on a diagnosis that had not been validated by a certain amount of treatment. In the experiment in Section I, the clinical definition of certain cases was changed from time to time as the treatment program progressed. It was not only the fact that the group aspect gave additional objective data on which to judge the problem, but it was the treatment failures which added new light to the diagnosis.

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Thus, it does seem possible to include both diagnosis and therapy in one set-up, though it certainly seems reasonable to believe that one or the other function should be dominant.

2. Problem of combining Group and Clinical techniques. Every step of our experimentation has pointed convincingly to the conclusion that individual and group methods do not have fixed spheres in which to operate. They combine naturally to form a much more adequate and effective method for dealing with human problems. This fact forced itself upon us, for we started to maintain a rigid separation of the two fields in the interest of clarity and definition.

Group methods need precisely the type of refinement which association with clinical methods forces upon them. Clinical procedure needs the elaboration which is forced upon it by the necessity of seeing the individual in social, group settings. In the interest of their own independent development, a mutual interaction and understanding are necessary.

3. Problem of economy. We are making no plea for short-cuts in the study of problem children,





for there are none. It has been said before, and is said here again, that, as we view society and its present resources, we see no possibility of treating all who need treatment by the slow, laborious, expensive individual methods which are common to the average clinic. The one hope is of developing a method for handling such problems by a more expedient method which will, on the one hand, be more efficient and on the other, not fall below the highest standards by attempting short-cuts.

Such a method, we believe, is promised in the combination of clinical and group techniques. Here we can use standard methods specially adapted for this more efficient, synthetic approach.

It is essential from an academic, theoretic point of view to establish firmly certain facts about the individual from the individual standpoint. We are now faced with the necessity of making a mass application of the findings which come out of the highly-controlled laboratory. An increasing sensitivity to the need of doing something constructive about delinquency, personality problems, etc., will increasingly de-

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mand the type of application which is reported in this dissertation. It seems reasonable to believe that the future development of techniques for dealing with behavior problems will be in the direction of the experiments reported in Sections I, II, and III. Introducing the group will expedite treatment to the point where larger and larger numbers will find the reconstructing insights of the laboratory available.

4. Problem of leadership. A review of the demands made upon a trained Group Clinical Worker will raise the problem of leadership. Where will these clinic-trained, group-trained leaders come from? This is certainly one of the problems with which future success with the method must concern itself.

We have tried to answer this in the preceding chapter when we outlined a course of training for workers in this field. A demand for this type of trained worker will see a specialized academic training provided for him. Those who are initially interested in the problem will also see to it that their workers have the necessary extra experience.

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5. Problem of segregating delinquents or neurotics in one group. The hazard of bringing together persons with common problems is not to be minimized. It is not beyond imagination to conceive of a group of neurotic or delinquent boys doing each other definite harm by their mutual interaction. It is certainly within the range of possibility to consider a situation in which the demoralizing influence of persons with common problems would make itself known.

In one of our experiments it was noted that the ones with a certain type of personality problem gathered together for mutual sympathy and confession. It became a matter of establishing the biggest and most serious problem in the eyes of each other. In another situation it was observed that delinquents of a certain temperament and interest developed strong bonds of friendship.

The hazard, therefore, of bringing together groups of individuals with the same problem is a very real one. Groups which are intended to carry out as much therapy as the three reported above must have sufficient integration and morale

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to carry out the treatment program. Groups which demand such integration and interaction are always faced with the possibility of cementing together individuals who should not be drawn together in lasting bonds of friendship.

There are several cautions which our experience has taught us on this matter:-

1. In the first place, it is part of the group control to break up combinations which seem to carry a mutually bad influence. It is often just as possible to draw together individuals who have a good mutual influence.
2. It seems wise to terminate groups such as we had as quickly as treatment results are gained. For instance, in the case of camp, it may be necessary to discourage matters of reunions which might give an unnecessary opportunity for reuniting individuals and recementing sentiments which have a tendency to draw together individuals who cannot help each other after the termination of specially designed group life.
3. The effectiveness of the treatment program must be relied upon to outweigh the bad influence which might be forthcoming. In dealing

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with this problem we had to rely upon the good to outweigh the bad.

6. Problem of keeping proper balance in group life.

In any situation which provides a variety of activities, the hyper-active, manic type of person may use the activity as a means of perpetuating his pattern of flight and escape. In this case, the group with its many activities may serve as precisely the setting for accentuating the individual's problem. In other cases the shy, embarrassed, unsocial person may recoil from the bustle and noise of the group and be driven more permanently into a position of isolation and inactivity.

From one point of view this is an excellent situation in which to closely watch the habitual patterns of behavior and formulate the problem of an individual. However, it is a hazard in treatment. This is particularly true of large groups which do not have adequate leadership and supervision.

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the problem. Once recognizing the problem it is up to the leader to assist the individual in understanding the meaning of all this activity and then provide alternate activity which calls for more concentration, deepening of interests, and a narrowing of random motion. It is simply a matter of leadership, and enough of it to give individual attention.

It is well to remember that in all of our groups we took it for granted that there should be educational activity which would demand concentration, exact logic, personal discipline. This, the sterner side of group life, is implied in any situation which is attempting treatment.

#### B. An Evaluation of Group Clinic Diagnosis.

Here we are faced with the task of making some final statements about the possibility of studying and diagnosing behavior problems through the methods employed above. The following five statements summarize our conclusions:

1. It is clear to us, at this stage in our investigation, that, by calling into use the group and all its resources, we are able to diagnose more adequately than if only individual methods

the problem. Once recognizing the problem it is up to the leader to assist the individual in understanding the meaning of all this activity and then provide assistance activity which calls for more concentration, deepening of interests, and a narrowing of random motion. It is simply a matter of leadership, and enough of it to give individual attention.

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5. An Evaluation of Group Clinical Methods

Here we are faced with the task of making some final statements about the possibility of studying and discussing behavior problems through the methods employed above. The following five statements summarize our conclusions:

1. It is clear to us, at this stage in our investigation, that, by calling into use the group and all its resources, we are able to diagnose some adequately than if only individual methods



are employed. The reason for this is obvious. We have at our disposal all of the methods common to clinical study plus the additional opportunity of observing objectively the social responses brought out in group life. This is a significant addition. If our conclusions are correct, the future will witness the development of camps, gymnasiums, clubs, and group work in connection with the clinic. They will see the need for a more effective and expedient method of studying and treating problems of the type handled in such centers.

2. Particularly significant in this respect is the opportunity for studying boys and girls who are having difficulty in their social relationships. In group life only is it possible to see the exact pattern which the child has established and the factors which are standing in the way of the adjustment.

3. The group clinic approach is an important device for checking the material which comes out of the ordinary clinical channels. It offers an opportunity to validate that which is surmised and postulated. We have stressed the

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observational opportunity in the Group Clinic set-up, for it is the phase that is sadly lacking in most of our present study situations. From our point of view it would seem like utter folly to formulate a child's problem without actually observing his reactions and manner of expression in the variety of social situations offered in a group. The limited person-to-person basis used as one of the main devices in clinical practice does not begin to touch the wide ranges of responses, reactions, and expressions of which an individual is capable. It is not sufficient to build the social history on the hearsay of teachers, club leaders, annoyed parents or siblings. To make an accurate evaluation of the problem, the therapist should have an opportunity to observe the social responses of the individual. This opportunity is opened up when the group is added to the clinic.

4. Diagnosis under conditions reported in the above experiments begins in natural, informal settings which do not cause suspicion on the part of the child, and consequently do not produce strained and formal responses. The impos-

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observational opportunity in the group clinic setting, for it is the phase that is early lacking in most of our present study situations. From our point of view it would seem like better to formulate a child's problem without actually observing his reactions and manner of expression in the variety of social situations offered in a group. The limited person-to-person basis used as one of the main devices in clinical practice does not begin to touch the wide range of responses, reactions, and expressions of which an individual is capable. It is not sufficient to build the social history on the basis of teachers, club leaders, engaged parents or siblings. To make an accurate evaluation of the problem, the therapist should have an opportunity to observe the social responses of the individual. This opportunity is opened up when the group is added to the clinic.

4. Diagnosis under conditions reported in the above experiments begins in natural, informal settings which do not cause suspicion on the part of the child and consequently do not produce strained and forced responses. The best



ing, elaborate set-up of the clinic plus the unnatural relationship of being with a "special kind of doctor", no matter how cordial and kind he may be, is enough to frighten and freeze many children. We have found that the informal settings in games, camp life, and general group life, tend to begin the therapist-patient relationship on an informal, natural basis and thus speed up the process of gaining rapport. We found that the natural informality of the group life was often effective as a method of gaining rapport when the individual-to-individual clinical basis had failed.

5. We have said many times that one of the advantages of the Group Clinic is that the therapist observes first-hand the responses and expressions of the child under study. It is also true, however, that this approach opens up opportunities to get objective observations from persons other than the therapist. There are other trained observers in the Group Clinic who can view the boys or girls in a more detached way than parents, teachers, or siblings. Thus, a variety of detached, objective information be-

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3. We have said many times that one of the advantages of the group clinic is that the therapist observes first-hand the responses and expressions of the child under study. It is also true, however, that this approach opens up opportunities to get objective observations from persons other than the therapist. There are other trained observers in the group clinic who can view the boys or girls in a more detached way than parents, teachers, or siblings. Thus, a variety of detached, objective information be-



comes available.

Then, too, children tell each other many things when associated together in groups. Many of the most important things they tell only to friends and neighbors, not to the therapist. It is, of course, a risky matter to take the word of other children, but there are times when something a child tells the therapist about his friend will be of marked assistance in studying the other child's problem. This unintentional "slip of the tongue" on the part of some child may be the most important information the therapist has about that other child, and its content can be cleverly used in ultimately getting the patient to talk about the matter himself. When the therapist knows that a certain set of circumstances are at the base of a problem he can direct the conversation and questions in such a way that the child will be brought around to the real problem without knowing that somebody else had assisted the therapist in directing the conversation.

#### 6. An Evaluation of Group Clinic Treatment.

Our final task is to evaluate the treatment

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possibilities of the Group Clinic method. The remaining pages will be spent in summarizing this aspect of our work.

1. What has been said above in regard to diagnosis can be said here in regard to treatment. In the Group Clinic we have all that is available in the clinic, PLUS the group with all its resources. It is not a matter of eliminating one in favor of the other, but of adding one to the other.

It is not a new and startling tenet in therapy to aim at self-activity. It is true, however, that this is more easily produced and controlled under group conditions where there is a certain tempo and swing to the activity, and where the child is drawn into situations which demand participation and action. We reiterate, it is not a matter of eliminating the clinical procedure, but of placing at its disposal a wider range of resources.

We have stated that there are inherent therapeutic processes at work in the group which must not be ignored if adequate treatment is undertaken. Some of these processes were labelled

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as competition, conflict, integration, group approval, intellectualization, morale, etc. These are some of the natural processes which are at work in every group, and if understood and utilized they suggest a new and important aid in the treatment of behavior problems.

It is a matter of common knowledge that there are many patients who come to the clinic who do not respond to individualistic methods of treatment because of the nature of their problems or the particular pressure under which they are sent to the clinic. For this large group of patients it seems obvious that the group stands as an additional resource in finding out first, what the problem is, and then the treatment of it.

2. In the area of delinquency, the Group Clinic method has particular promise. In many cases of delinquency there is not an imminent personality disturbance at the bottom of the problem. It is often a lack of adjustment in the area of group and social relationships. We found that, in many cases, it was not as much a matter of inner conflict as one of lack of train-

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ing in the social graces and responsibilities. The basic need was training in the general processes of citizenship and civilization. The boy simply did not understand the demands of group life. He had not been trained to observe the obligations which fall upon all group members.

We do not train football players in a swimming pool, nor do we train singers in a gymnasium. The group, with its wide range of social relations, offers an effective center for training a boy in group loyalty, group responsibility, and group conformity. It is a practice field for acceptable social living. What we have often believed is that good citizens could be trained by isolation or by exhortation. What we must learn is that there is a genuine need to give a boy specific practice in the specific field where he lacks skill and control. This is what the group makes possible. Specific practice in taking group responsibility, in achieving group loyalty and obedience is what the boy needs.

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Burgess so adequately established as one of the purposes of group work. This statement of his will be recalled as appearing earlier. Its bearing is particularly pointed in our present consideration. He states, "A second type of group work concerns itself with the use of the groups as an instrument to create certain types of group members. The processes of group relationships may be so arranged that the interaction of leader and led, member and member, will turn out a certain type of person. Whether we adhere to rigid indoctrination and regimentation or to the freer development through the social interaction of creative personalities, we have in mind the type to be achieved, insofar as the group is an educational instrument to achieve a pattern of behavior in the lives of the people."<sup>1</sup>

This is an old insight strikingly stated. Churches, Scouts, Lodges, etc., have been particularly successful in developing certain patterns of behavior. In reclaiming delinquent boys we need to recognize the possibilities of the group in carrying out such an educational objective.

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ferent level we are faced with an additional therapeutic possibility of the group. In certain cases of delinquency we find conflict at the base of the problem. This conflict expresses itself in certain types of delinquency which bring a kind of satisfaction either in anticipation or in reality. Need for this satisfaction grows out of lives which are restricted or unhappy in some way, and the delinquency becomes a fixed pattern of behavior because it serves as a substitute for real pleasure and happiness. This is quite a different matter from the training aspect dealt with above. It is not a problem of training as much as one of finding adequate substitute satisfactions.

We would say that the best type of treatment would go directly to the base of the dissatisfaction, and remedy the problem at the source. In many cases this is not possible. In such instances the group has broad implications in serving as a medium for substitute satisfactions. The play activity, the friendship, the teamwork - all can serve as pleasant experiences which can give the satisfaction desired by the delinquent.

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Dr. Healy and Dr. Bronner give recognition to this matter in their latest publication. In speaking about some of the mass attacks which have been made upon delinquency in the last years they say, "Within the last few years there have been an increasing number of programs of this kind. They are to be welcomed, though none of them have been existent long enough to be competently evaluated.....It may well be that some considerable number of offenders can, through such mass efforts, find substitutive satisfactions and new points of view that will supplant their previous delinquent tendencies."<sup>1</sup>

3. In our final evaluation of the treatment phase of our study we will now point out certain general types of psychiatric problems which have responded to the treatment offered in the Group Clinic approach. These can be considered representative of the cases which seem to respond to our method of treatment.

a. Cases of neurosis which demonstrated physical weakness without organic basis. The boy with a chronic weakness or heart palpitation was reeducated through group activity to

1 - Healy, William, and Bronner, Augusta F., "New Lights on Delinquency and its Treatment", p. 216

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hike, swim, climb mountains. Such boys, after finding themselves successful in activity which demanded physical vigor, were reeducated away from their neurotic expression.

b. Cases of rejection where the individual felt isolated and alone. In such cases the group gave a setting for a feeling of security, a feeling of "belonging". It was possible for the leader to give the impression that the boy was wanted and appreciated. Other members of the group developed a friendly, appreciative attitude and thus established another bond for the feeling of security. In all our groups we found boys who were rejected on the outside finding somebody from within the group who lined up as a friend and companion. Sometimes it was the rejected boys themselves who came together and formed perfectly satisfactory friendships.

c. Cases of anxiety where the individual felt unique in his own personal problems. In the group the individual was soon brought to the consciousness that others had similar problems, and that others were solving their

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problems. The fact that others were solving their problems added new incentive for the individual.

d. Cases of phobia where the individual was frightened by darkness, snakes, water, etc. Fears were relearned in groups where others were not afraid, and where the momentum of others participating in certain activities drew the fearful one into play which had previously been considered dangerous and impossible.

e. Cases where the main need was habit training. Many of our boys were lacking in a simple set of habits for successful social living. They did not have organized habits of hygiene or mental health. The group served as a helpful center for training in habit formation. The child who did not have any habits of hygiene readily responded to a situation in which other children were brushing their teeth, bathing, or practicing health measures. It was the usual report from parents that certain of these simple habits persisted after the camp or group experience

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f. Cases in which the child was too closely attached to one or more individuals in the home. In such cases the group served as a center for carrying out a program of emancipation. Confidence and independence were possible in the group-setting, away from the parents.

g. Cases in which the child needed to build up confidence in his own ability. In this type of case we found our set-up providing a type of planned activity in which achievement was certain. From one success the child was led to another until confidence was established.

h. Cases in which there was a need for securing recognition. In the variety of situations offered by the group there was always opportunity for giving recognition to the needy individuals. To some boys it was a matter of great importance to be recognized as the "best tent-sweeper" or the "best dishwasher".

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was even. Cases in which the child was too closely attached to one or more individuals in the home. In such cases the group served as a center for carrying out a program of separation. Confidence and independence were possible in the group-setting, away from the parents.

2. Cases in which the child needed to build up confidence in his own ability. In this type of case we found our set-up providing a type of planned activity in which achievement was certain. From one moment the child was led to another until confidence was established.

3. Cases in which there was a need for increasing recognition. In the variety of situations offered by the group there was always opportunity for giving recognition to the needy individuals. To each boy it was a matter of great importance to be recognized as the "best foot-sweeper" or the "best dishwasher".

4. Cases in which individual discipline had



failed. When the best skill at the command of certain trained therapists had failed to bring the desired results, the group with its inherent processes of censorship, pressure, and approval brought effect. The indignation or approval of the group was sufficient to influence the behavior when mere individual methods had failed.

j. Cases where the individual had a "social role" to reinterpret. We had instances in which a boy would attempt to be the "group wit" or the "pathetic invalid". The group, with its many processes, attacked such "social roles" with vigor and served as a leveling force in bringing about a new interpretation of them.

k. Cases of sensitive children who needed the abrasive experience of group life to wear down the shocks of living and playing with others. We had highly sensitive children who simply lived in too great isolation to stand up under the pressure of meeting others in school or clubs. Under controlled group life, as provided above, this sensitivity was

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worn down by initiating the child gradually into social experiences which ultimately produced the feeling of ease and comfort in the presence of others.

1. Cases of highly active individuals who needed studied group activity to provide a milieu for carrying on therapy. We had certain very active boys who would not respond to a type of treatment which did not provide some physical activity while the therapy was in progress. The individual methods were considered too confining. Such boys were given the opportunity to "let off steam", while at the same time certain disciplining and therapeutic efforts were going on. It was a matter of major importance to control the amount of activity so that the boy would not exploit the group in perpetuating his own manic behavior. An understanding of the boy's problem assisted us in gauging the amount of physical activity for him.

m. Cases in which the boy overdid one phase of life. We had boys who studied too hard, played too hard, or in some way overempha-

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sized one side of life. They did not have a proper balance between concentration and relaxation, between work and play. In cases of this kind the group served as a medium for balancing the life program. The individual was taught to set aside certain activities at certain designated times in the interest of other types of things. In this way a better balance was established.

n. Cases with marked peculiarities. We had certain boys who were definitely marked because of certain peculiar mannerisms of speech, voice, etc. In many of these cases the mannerism was not so fixed and petrified that modification was impossible. Thus, the group acted as a leveling force in bringing about a modification in the offensive mannerism.

In one instance a boy was sent to us with a voice peculiarity which was definitely an affectation. Members of the group helped to bring the matter up to consciousness by constantly reminding him of its artificiality, and finally he abandoned the unnecessary pe-

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o. Cases in which there was lethargy and laziness. Interestingly, we ran into a number of cases of laziness which needed the social motivation of the group to reeducate the boy to alertness and vigorous activity.

This, briefly, is a summary of certain representative types of cases which responded to our particular approach. These fifteen types merely outline some of the treatment possibilities which seem important to mention.

4. We now turn to a collaborating study which speaks more officially and more technically from the field of psychiatry. Dr. Wender, in experimenting with group therapy, has come to the conclusion that there are specific types of cases which can be designated for this type of treatment. To quote from this study: "Experience has shown that group therapy is applicable only to disorders in which intellectual impairment is absent, and in which some degree of effect is retained. It is believed that the following groups lend themselves to this type of treatment:

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(a) Early schizophrenics where the delusional trends are not fully systematized, and in which hallucinatory phenomena are completely absent, where the splitting of the personality is not marked and there is no blocking, (b) depressions without marked retardation and those who libidinize their ideation-depression sine depression, (c) Psychoneurosis, with the exception of severe compulsion neurosis of long duration."<sup>1</sup>

That the addition of the group to the ordinary clinical methods opens up new treatment possibilities is attested by our own research and that of others. It is not only the demand for expediency that has forced us to pursue this type of therapy, but it is the bright hope of finding a more effective means of handling personality and behavior problems.

(a) Early mobilization where the behavioral trends are not fully organized, and in which hallucinatory phenomena are completely absent, where the splitting of the personality is not marked and there is no blocking, (b) depressions without marked retardation and those with libidinal their fixation-depression and depression, (c) psychomotoric, with the exception of severe compulsive neurosis of long duration.

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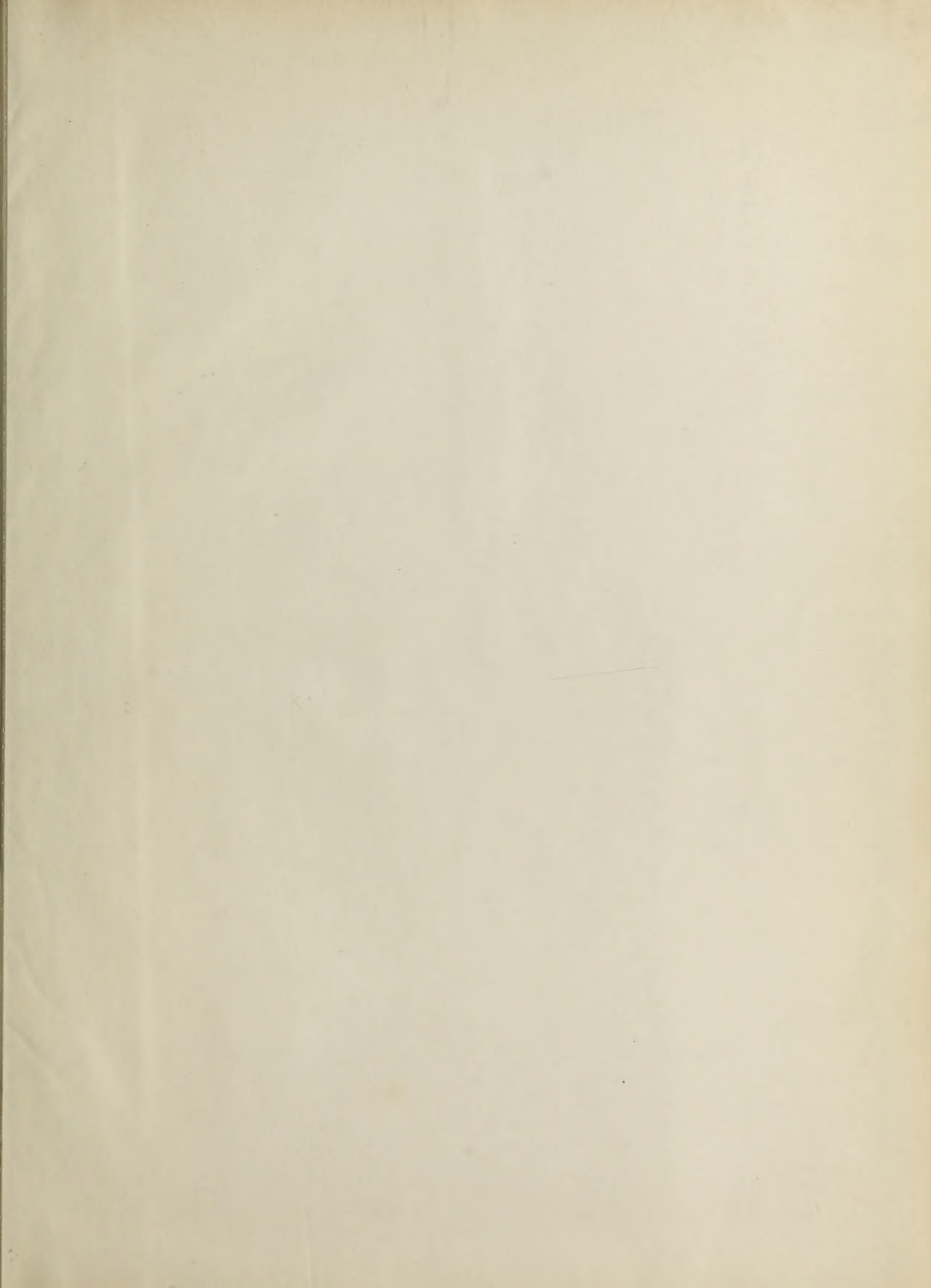
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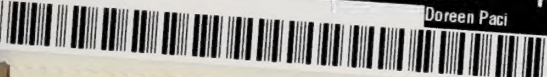




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